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ABSTRACT

The document presents the final report of the Texas Regional Leadership Clusters Project, a program to increase public awareness of the needs of gifted and talented students, to encourage the development of exemplary programs, and to disseminate information about exemplary program activities. Initial sections cover project background, project plan, project objectives, and implementation activities (in table form with columns for objectives, activities, and outcomes). The bulk of the document consists of appendixes with the following materials: schedules of training phases, evaluation reports, a list of model school programs, objectives of training phases, descriptions of project products, a sample directory questionnaire, regional plans, regional presentations, a listing of members of the directory and handbook task forces, and a list of participants in the leadership teams. (SBH)

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FINAL REPORT

OF THE

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

A Statewide Leadership Training Program on the
Education of the Gifted and Talented

1976-1978

Funded by the U. S. Office of Education
Office of the Gifted and Talented
Under Section 404, Public Law 93-380
Education Amendments of 1974

Grant No. G007604822

Educational Programs for Gifted and Talented Students
Texas Education Agency
Austin, Texas

November 1978

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COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964; TITLE IX OF THE EDUCATION AMENDMENTS OF 1972; AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, national origin, or sex;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act and/or Title IX of the Education Amendments of 1972 is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

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BACKGROUND

The State Board of Education has established goals for public school education in Texas which embody student development, organizational efficiency, and accountability. The goals for student development stress that "the public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society."[1] Recognizing that the "maximum capacity" of gifted and talented students cannot be realized without concerted effort, the State Board of Education established education for the gifted as a priority area in August 1975 and set the following long-range objective: "By 1978, 50 percent of school districts in Texas should have implemented, individually or cooperatively, planned programs for gifted and talented students which effectively assist students to develop their special abilities."[2]

Anticipating this objective, the Commissioner of Education asked for the identification of districts having programs for the gifted and talented in the 1974-75 Superintendent's Annual Report. Of the 1130 school districts in Texas at that time, 262 (23%) districts reported having some kind of program for gifted and talented students. Having obtained some measure of the quantitative discrepancy between the 50 percent level of the long-range objective and the current status,

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[1]Texas Education Agency, Goals for Public School Education in Texas. (Austin: The Agency, 1973, 1975, 1977), p. 1.

[2]Texas Education Agency, Priorities of the State Board of Education. (Austin: The Agency, August 1975, January 1977), p. 20.

the Commissioner then surveyed the 262 programs responding positively to estimate the scope of the individual programs in relation to the areas deemed essential in the State Plan.

The State Plan for the Education of the Gifted and Talented, adopted by the State Board in March 1975, defines gifted and talented students as "those who are identified by professional educators who by virtue of outstanding abilities are capable of high performance. . . /and they/ require differentiated educational programs and/or services beyond those normally provided by the regular school program."[3] The definition includes the areas of giftedness delineated in the U. S. Office of Education definition:[4]

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability

The majority (78) of the 100 Texas districts responding to the Commissioner's survey reported having programs for the gifted and talented which focus on academic ability. The total number of programs fell far short of the 1978 State Board objective, and most programs were built upon definitions of giftedness which are much more restric-

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[3]Texas Education Agency, State Plan for the Education of the Gifted and Talented. (Austin: The Agency, March 1975), p. 1.

[4]S. P. Marland, Jr., Education of the Gifted and Talented, Vol. 1. (Washington, D. C: U. S. Government Printing Office, 1972), p. 10.

tive than that of the State Plan. From the data available, it was safe to conclude that a number of schools in Texas both recognized and were attempting to provide programs for their gifted students. At the same time, it was evident that a crucial need existed to expand both the scope of individual programs for the gifted and talented and to increase the number of individual programs if the 1978 objective established by the State Board were to be realized. The application for the Texas Regional Leadership Clusters Project addressed itself to these needs and proposed achievement of broad goals which reflected those of the State Plan and the State Board's Priority for the Education of the Gifted and Talented: (1) awareness, (2) leadership training, and (3) model replication.

While the information gathered on programming for gifted and talented students in Texas in 1975 suggested a rather low level of awareness and a corresponding dearth of programs in Texas public schools, there were/are three areas of strength upon which to build an effective statewide program for the gifted:

1. State-level commitment, as expressed in the State Plan, in the designation of gifted education as a State Board priority, and in the establishment of a program unit for gifted/talented students within the Texas Education Agency.

2. Bridgehead school districts, local districts that had struggled for years without state or federal help to provide programs for their gifted students.

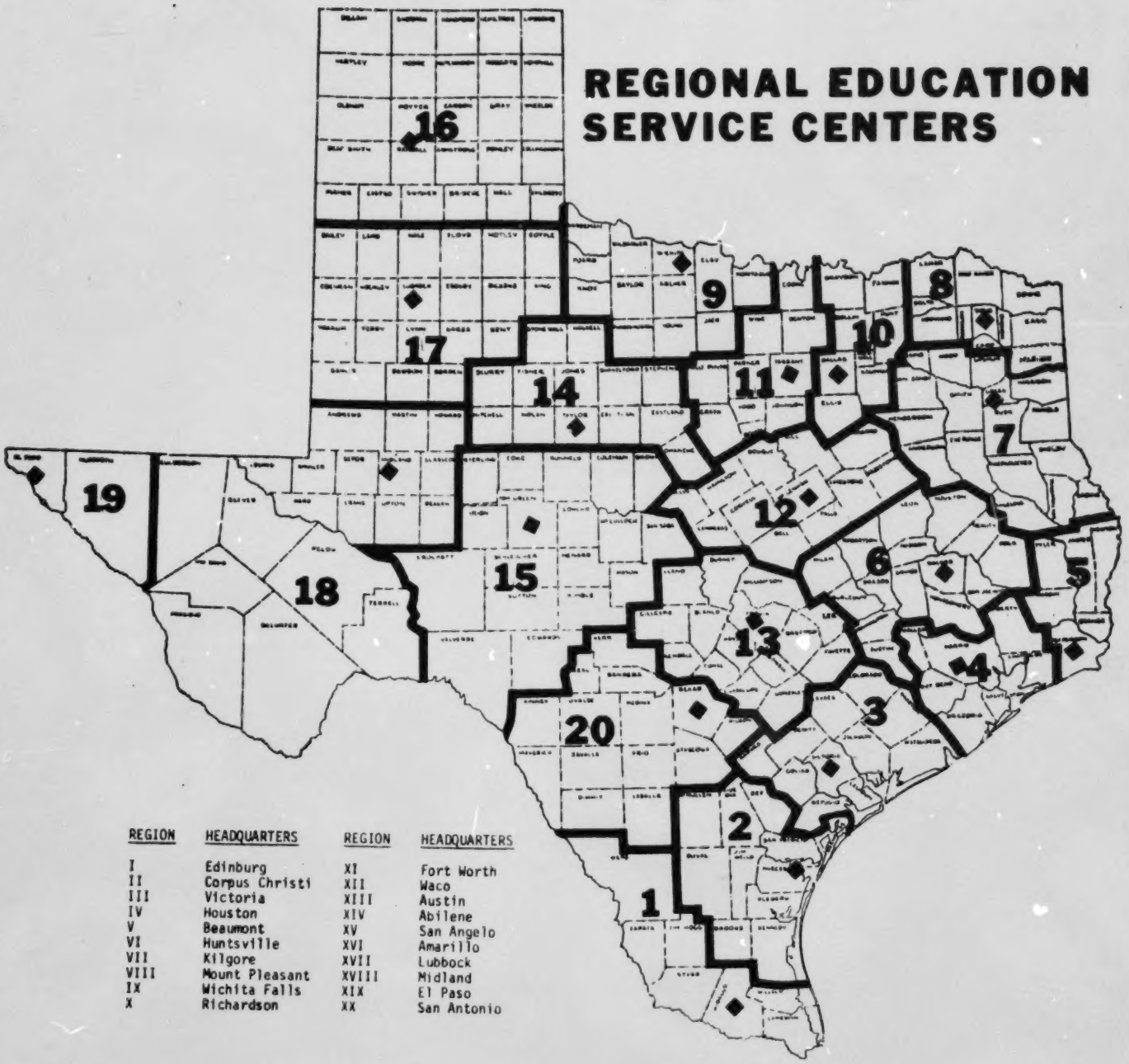
3. Structure of 20 regional education service centers, a system of regional agencies, each capable of providing a complete range of planning and consulting services to meet the unique needs of their respective regions in the state.

In essence, the strategy was to design an approach for Texas to extend programs for the gifted and talented that would recognize the weaknesses yet build on the strengths of the public school system.

Texas operates its vast public school enterprise as a joint endeavor of state, regional, and local agencies. In Texas much responsibility has been given to the 20 regional education service centers (ESCs) which today serve 1100 local school districts and 2.9 million pupils. The regional service centers offer a unique mechanism for multiplying the effects of any educational program designed to serve the needs of Texas' diverse population. They provide assistance in all program areas served by the Texas Education Agency, except in regulatory functions. The operation of the ESCs allows Texas to systematically train large numbers of teachers and administrators in the elements, methods, and techniques of any program on a statewide basis. This is a strong support system. . .an ideal vehicle for rapidly and efficiently improving educational opportunities for gifted and talented students throughout the state.

TEXAS

REGIONAL EDUCATION SERVICE CENTERS



REGION	HEADQUARTERS	REGION	HEADQUARTERS
I	Edinburg	XI	Fort Worth
II	Corpus Christi	XII	Waco
III	Victoria	XIII	Austin
IV	Houston	XIV	Abilene
V	Beaumont	XV	San Angelo
VI	Huntsville	XVI	Amarillo
VII	Kilgore	XVII	Lubbock
VIII	Mount Pleasant	XVIII	Midland
IX	Wichita Falls	XIX	El Paso
X	Richardson	XX	San Antonio

PROJECT PLAN

The overall goals of the Regional Leadership Clusters Project were to increase public awareness of the needs of gifted and talented students, to encourage the development of exemplary programs, and to disseminate information about exemplary program practices. To move toward achievement of these broad goals, development of expertise in gifted education among Texas educators was selected as the number one priority by the Texas Education Agency.

Although a scattering of Texas schools for years had been attempting to provide appropriate learning experiences for advanced learners, there had been no concerted effort to build a statewide program for the gifted since the early 1960's. From the mid-Sixties until the mid-Seventies, attention had been shifted to other groups of children with special needs. At the time that the application was submitted to the Office of Education in 1975, only one Texas college (Texas Tech University) was offering a course aimed at developing knowledge and skills for teachers of the gifted. However, many concerned teachers were attempting to use appropriate content and strategies with able learners, but there had been no systematic attempt to refine their skills nor develop knowledge and expertise among other educators. Consequently, the development of leadership skills in gifted education on a statewide basis was chosen as the central focus of the Texas thrust.

The Regional Leadership Clusters Project, implemented during 1976-78, was designed essentially as a statewide leadership training program for regional education service center teams. The project coordinated the Agency's leadership function with the delivery system of the regional centers. Methods and strategies developed by the widely recognized and experienced National/State Leadership Training Institute on the Education of the Gifted and Talented (N/S-LTI-G/T) were used in the implementation of the project plan.

Five-member teams from each of the 20 education service center regions and 12 Agency professionals received the skills training in an institute setting. . .the Texas Regional Leadership Training Institute on the Education of the Gifted and Talented. The regional teams were composed largely of professional educators, with a few parents representing some areas. The two-year training program, conducted by the N/S-LTI-G/T under the direction of Irving S. Sato, was offered in six phases:

1976-77 PROJECT YEAR

PHASE I : Program Planning for the Gifted (5 days)
Howard Johnson's Motor Lodge, Austin, Texas
December 12-17, 1976

PHASE II : Identification Procedures and Evaluation Design (2 days)
Howard Johnson's Motor Lodge, Austin, Texas
March 10-11, 1977

PHASE III: Curriculum Development, Teaching Strategies, Inservice (2 days)
Howard Johnson's Motor Lodge, Austin, Texas
May 5-6, 1977

1977-78 PROJECT YEAR

PHASE III Project Assessment and Planning (2 days)
EXTENSION: Differentiated Curriculum, Teaching Strategies, Product Development (3 days)
Howard Johnson's Motor Lodge, Austin, Texas
October 3-7, 1977

PHASE IV : Curriculum, Teaching Strategies, Product Development (3 days)
The Austin Hilton Inn, Austin, Texas
January 25-27, 1978

PHASE V : Training Skills/Models and Product Development (3 days)
The Austin Hilton Inn, Austin, Texas
April 10-12, 1978

All Texas team members received eight days of institute training over the two-year period. Additional days of training were offered for two trainees from each region. The trainees were given an overview of gifted education and studied the most effective procedures, techniques, program designs, and resource materials for educating the gifted and talented.

During 1976-77, a supplemental grant enabled the Agency to involve the neighboring states of Region VI of the Office of Education in the training program. The States of Arkansas, Louisiana, and Oklahoma sent teams to participate in the first-year institute sessions. Funds were not available for their continued participation during the second year of the project.

In 1976-77, the ESC teams developed written procedural plans to guide schools in their regions in program planning and implementation. The

plans are of two types, or a combination of the two: regional plans for the provision of region-wide services in gifted education or a model local district plan to serve as a guide for other schools in the region. In addition to an outline of a model school program, the plans include addenda on identification, evaluation, curriculum, and inservice.

In 1977-78, the ESC teams refined their regional plans and drafted a Handbook for Texas Teachers and a Directory of Texas Programs. These aids, in first-draft form, are to be field tested by the regional teams in staff development programs for local district personnel during the 1978-79 school year.

Over the two-year period of the project, regional team members presented awareness sessions, conducted workshops for administrators and teachers, provided technical assistance to local districts, reviewed literature on gifted education, compiled/developed/disseminated resource materials, designed visuals. They also developed proposals for gifted/talented projects and/or assisted local schools in writing proposals, attended conferences on gifted education, visited model programs, participated in advisory council meetings, and counseled parent groups and local boards of education. Project funds financed one regional presentation or workshop each year; other activities conducted by the ESC teams were financed by the education service centers.

Evaluation reports for each phase of the training were prepared by

an independent evaluator, Dr. Joseph S. Renzulli of the University of Connecticut, who also submitted final reports on each year's training period. These reports were very positive. (See Appendix B for copies of the final evaluation reports for each year of training.) Every effort was made by the Agency and the N/S-LTI-G/T to carry out the recommendations of the reports to the extent that resources were available.

Also, the ESC team members were surveyed several times both years of the project to gain information about services needed and perceptions of priorities considered essential for program growth.

Throughout the duration of the project, information was gained about the needs of gifted children and youth of Texas, which will be used in updating the State Plan for the Education of the Gifted and Talented.

PROJECT OBJECTIVES

In keeping with the broad goals of the State Plan and the State Board of Education Priority, the Texas Regional Leadership Clusters Project had four principal objectives to improve educational opportunities for gifted and talented students and to provide a firm base for continued improvement beyond the grant period. The objectives were:

1. Trained regional leadership clusters. To train one leadership team in each of the 20 education service center regions of Texas and a Texas Education Agency team to assist their client school districts in developing and implementing programs for the gifted and talented.

2. Replicable program planning process. To develop regional procedural plans and other aids to guide schools in program planning for the gifted and talented.

3. Statewide dissemination of exemplary program practices. To increase awareness of local school districts and the public of the need for and elements of exemplary programs for gifted and talented students through the efforts of the trained regional leadership teams, the replicable program planning process, and the regional presentations/demonstrations.

4. Updated State Plan for the Education of the Gifted and Talented. To update the State Plan, incorporating information about the needs of gifted and talented and strategies for their education learned through the implementation of the project plan.

During the second year of the project, the four principal objectives were strengthened to extend the effort to build a statewide support system for initiating, improving, and maintaining programs for gifted and talented students.

Implementation strategies and activities employed to achieve the four principal objectives and related subordinate objectives are outlined in the section of the report which follows.

IMPLEMENTATION ACTIVITIES

Objectives and activities of the Regional Leadership Clusters Project are outlined in chart form by project year on the pages which follow. The charts include restatements of the principal and subordinate objectives, implementation activities, responsibilities, dates of accomplishment, and outcomes. Additional information about the management and implementation of the project plan is provided in the Appendices which are referred to in the charts.

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
1. Trained regional leadership clusters in all geographical regions of the state. Leadership teams from each of the 20 education service center regions of Texas and from the Texas Education Agency will be trained to guide their client school districts in developing and implementing programs for the gifted and talented.*		
1.1 Conduct 9 days of leadership training in three phases: Phase I - Program Planning for the Gifted (5 days for 134 trainees) Phase II - Identification Procedures and Evaluation Design (2 days for 60 trainees) Phase III - Curriculum Development, Teaching Strategies, Inservice (2 days for 60 trainees)	1.1.1 TEA appoints Agency team on G/T to work with project director (8/15/76-10/1/76). 1.1.2 TEA surveys needs of trainees (10/76, 1/77, 3/77, 7/77). 1.1.3 TEA/ESCs/LTI draft overall plan and details of Texas Leadership Training Institute on the Education of the G/T (9/1/76-12/1/76). 1.1.4 TEA provides follow-up details (on-going).	1.1.1 list of team members. (See Appendix K.) 1.1.2 4 surveys of trainee needs (forms, results on file) 1.1.3 7 TEA/ESC planning meetings (dates on file) objective statements for training phases. (See Appendix D.) 1.1.4 15 TEA team meetings (dates on file) 13 TEA/ESC planning meetings (dates on file) 12 memoranda/letters (on file) 40 forms/announcements (on file)

*Teams from the other states of OE-Region VI (Arkansas, Louisiana, New Mexico, and Oklahoma) were invited to participate in the training program in 1976-77. Arkansas, Louisiana, and Oklahoma accepted the invitation. Their participation was made possible through a supplemental grant from the Office of Education.

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
1. Trained regional leadership clusters. (Cont.)		
1.1 Conduct 9 days of leadership training in three phases. (Cont.)	1.1.5 TEA/LTI conduct training in three phases (12/12/76-5/6/77).	1.1.5 __3__ schedules of training phases. (See Appendix A for schedules.) lists of trainees. (See Appendix K.) number of trainees. (See below.)
	Phase I - Program Planning for the Gifted (5 days) Howard Johnson's Motor Lodge, Austin December 12-17, 1976 20 ESC Teams (20 x 5) = 100 4 SEA Teams (4 x 6) = 24 10 TEA Staff = 10 Total Trainees 134 41 Observers	__112__ trainees (Phase I) 91 ESCs (20 ESC teams) 9 SEAs (2 SEA teams) 12 TEAs __9__ observers (Phase I) (attendance records on file)
	Phase II - Identification Procedures and Evaluation Design (2 days) Howard Johnson's Motor Lodge, Austin March 10-11, 1977 20 ESC Teams (20 x 2) = 40 4 SEA Teams (4 x 2) = 8 12 TEA Staff = 12 Total Trainees 60 79 Observers	__52__ trainees (Phase II) 40 ESCs (20 ESC teams) 6 SEAs (3 SEA teams) 6 TEAs __46__ observers (Phase II) (attendance records on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
1. Trained regional leadership clusters. (Cont.) 1.1 Conduct 9 days of leadership training in three phases. (Cont.)	Phase III - Curriculum Development, Teaching Strategies, Inservice (2 days) Howard Johnson's Motor Lodge, Austin May 5-6, 1977 20 ESC Teams (20 x 2) = 40 4 SEA Teams (4 x 2) = 8 12 TEA Staff = 12 Total Trainees 60 67 Observers	52 trainees (Phase III) 36 ESCs (20 ESC teams) 2 SEAs (1 SEA team) 14 TEAs 56 observers (Phase III) (attendance records on file)
	1.1.6 TEA/LTI/evaluator evaluate training, provide feedback (12/12/76-8/14/77).	1.1.6 4 evaluation reports (3 interim reports on file. See Appendix B for final report of 1976-77 training period.)

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
2. Replicable program planning process. Leadership teams from the 20 education service center regions will develop written procedural plans in first-draft form which reflect their institute training and experiences. Participating state teams will refine or develop their state plans.		
2.1 Write 20 regional plans to guide local schools in designing, implementing, and evaluating programs for G/T students.	2.1.1 ESC/SEA teams write first drafts of written procedural plans (12/13/76-8/14/77).	2.1.1 20 regional plans in first-draft form 2 state plans in first-draft form (completed drafts on file)
	2.1.2 ESC/SEA teams consult with institute staff for assistance in development of plans (12/13-17/76, 3/10-11/77, 5/5-6/77).	2.1.2 69 consultations with institute staff (schedules of training phases on file)
2.2 Select local districts to participate in project and serve as model programs for G/T students.	2.2.1 ESCs identify LEAs to develop and implement programs for G/T (10/1/76-12/1/76).	2.2.1 21 local districts identified. (See Appendix C for list of participating districts.)
	2.2.2 LEAs identified participate in training and develop drafts of model program plans (12/12/76-5/6/77).	2.2.2 21 model LEA program plans developed (drafts on file)
	2.2.3 ESC teams guide participating LEAs in development of program plans and provide follow-up (on-going).	2.2.3 21 model LEA programs assisted (records of technical assistance provided on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
3. Statewide dissemination of exemplary program practices. Local school districts and the public will increase their awareness and understanding of the need for and elements of exemplary programs for the gifted and talented students through efforts of the trained regional leadership teams, the replicable program planning process, and regional presentations/demonstrations.		
3.1 Increase public awareness of the educational needs of G/T students.	3.1.1 TEA Division of Dissemination sends regular press releases to all major news media (on-going).	3.1.1 copies on file with record of recipients and dissemination dates
	3.1.2 TEA Division of Dissemination provides ESCs with copies of Agency slide/tape presentation on G/T (9/1/76-11/1/76).	3.1.2 20 copies of slide/tape presentation (record of recipients and dissemination dates on file)
	3.1.3 TEA Division of Dissemination develops and disseminates brochure on the G/T (8/1/76-11/1/76).	3.1.3 14,800 copies of brochure duplicated (record on file) 12,000 copies disseminated (record on file)
	3.1.4 TEA Division of Dissemination prepares article for TEXAS OUTLOOK (publication of Texas State Teachers Association) and obtains right for duplication and dissemination (1/1/77-8/14/77).	3.1.4 5,000 copies of TEXAS OUTLOOK article duplicated (record on file) 4,900 copies disseminated (record on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
3. Statewide dissemination of exemplary program practices. (Cont.)		
3.1 Increase public awareness of the educational needs of G/T students. (Cont.)	3.1.5 Project director makes presentations on project/ gifted education (on-going).	3.1.5 20 presentations (record of dates on file)
	3.1.6 TEA disseminates informational packets to educators, parents, legislators, public (on-going).	3.1.6 688 packets (record of recipients and dissemination dates on file) 73 handouts to team leaders (record on file)
3.2 Conduct region-wide presentations (awareness sessions) on gifted education.	3.2.1 ESC teams prepare presentations and compile information for LEAs (on-going): · review literature · compile and prepare handouts · develop visuals and resource materials · attend conferences/workshops/seminars · visit model projects.	3.2.1 handouts and other resource materials on file reports on conferences and model projects visited on file outlines of presentations on file
	3.2.2 ESCs invite LEAs to attend region-wide presentations on gifted education (1/1/77-8/14/77).	3.2.2 announcements to LEAs (records on file)
	3.2.3 ESC teams, with assistance of outside consultants as needed, conduct regional presentations (1/1/77-8/14/77).	3.2.3 33 regional presentations (agendas, schedules, reports on file. See Appendix H for additional information.)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
3. Statewide dissemination of exemplary program practices. (Cont.)		
3.3 Assist local schools in program planning, implementation, evaluation, inservice.	3.3.1 ESC teams provide services to LEAs (on-going): · offer awareness sessions · conduct inservice workshops · provide technical assistance · develop proposals for G/T projects/programs · participate in advisory council meetings · counsel support groups.	3.3.1 services to LEAs: 112 awareness sessions 98 workshops 66 consultations 30 project proposals 25 meetings 15 consultations (records on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
4. Updated state plan for the education of the gifted and talented. The Texas Education Agency will update the State Plan, incorporating information about the needs of the gifted and talented and strategies for their education learned through the implementation of the project plan. (This objective was not accomplished. During the 1976-77 project year, the Agency decided to delay revision of the State Plan until after completion of the project and review of all evaluation reports.)		
4.1 Revise the State Plan for the Education of the Gifted and Talented. (This objective was not accomplished. Revision of the State Plan will take place after completion of the project and study of evaluation results.)	4.1.1 TEA obtains estimate of the effectiveness of the Regional Leadership Clusters Project approach by review of evaluation reports (on-going).	4.1.1 3 interim evaluation reports 1 final evaluation report of 1976-77 training period. (See Appendix B for copy of final evaluation report for 1976-77.)
	4.1.2 TEA team on G/T maintains interaction with project efforts (on-going).	4.1.2 15 TEA team meetings (meeting dates on file)
	4.1.3 TEA reviews State Board of Education priorities and budget guidelines (2/1/77-8/1/77).	4.1.3 published priorities and Agency Annual Operating Plan/Budget (publications on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
1. Trained regional leadership clusters in all geographical regions of the state. The Texas Education Agency will upgrade and extend the training abilities of the leadership teams developed during the 1976-77 project year to provide staff development and technical assistance to local school districts developing and implementing programs for the gifted and talented.		
1.1 Conduct 11 days of in-depth leadership training in three phases:	1.1.1 TEA surveys needs of trainees (10/77, 3/78, 7/78).	1.1.1 3 surveys of trainee needs (forms, results on file)
Phase III - Project Assessment and Planning Extension (2 days for 52 trainees) Differentiated Curriculum, Teaching Strategies, Product Development (3 days for 112 trainees)	1.1.2 TEA/ESCs/LTI review evaluation report for 1976-77 training period and draft overall plan for 1977-78 Texas Leadership Training Institute (8/1/77-10/1/78)	1.1.2 3 TEA/ESC planning meetings (dates on file)
Phase IV - Curriculum, Teaching Strategies, Product Development (3 days for 52 trainees)	1.1.3 TEA/LTI plan details of each phase of training based on evaluation reports and surveys of trainee needs (on-going).	1.1.3 16 TEA/ESC planning meetings (dates on file) objective statements for training phases. (See Appendix D.)
Phase V - Training Skills/Models and Product Development (3 days for 52 trainees)	1.1.4 TEA provides follow-up details to ESCs (on-going).	1.1.4 49 memoranda/letters (on file) 61 forms/announcements (on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
1. Trained regional leadership clusters in all geographical regions of the state. (Cont.)		
1.1 Conduct 11 days of in-depth leadership training in three phases. (Cont.)	1.1.5 TEA/LTI conduct training in three phases (10/3/77-4/12/78).	1.1.5 3 schedules of training phases. (See Appendix A.) list of trainees. (See Appendix K.) number of trainees. (See below.)
	Phase III - Project Assessment and Planning (2 days) Extension Differentiated Curriculum, Teaching Strategies, Product Development (3 days) Howard Johnson's Motor Lodge, Austin October 3-7, 1977	
	October 3-4 20 ESC Teams (20 x 2) = 40 12 TEA Staff = 12 Total Trainees • 52	43 trainees (Phase III Extension, 2 days) 36 ESCs (19 ESC teams) 7 TEAs (attendance records on file)
	October 5-7 20 ESC Teams (20 x 5)= 100 12 TEA Staff = 12 Total Trainees 112	86 trainees (Phase III Extension, 3 days) 78 ESCs (19 ESC teams) 8 TEAs (attendance records on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
1. Trained regional leadership clusters in all geographical regions of the state. (Cont.)		
1.1 Conduct 11 days of in-depth leadership training in three phases. (Cont.)	Phase IV - Curriculum, Teaching Strategies, Product Development (3 days) The Hilton Inn, Austin January 25-27, 1978	
	20 ESC Teams (20 x 2) = 40 12 TEA Staff = 12 Total Trainees 52	45 trainees 36 ESCs (20 ESC teams) 9 TEAs (attendance records on file)
	Phase V - Training Skills/Models and Product Development (3 days) The Hilton Inn, Austin April 10-12, 1978	
	20 ESC Teams (20 x 2) = 40 12 TEA Staff = 12 Total Trainees 52 38 Observers	66 trainees 58 ESCs (20 ESC teams) 8 TEAs 21 observers (attendance records on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
1. Trained regional leadership clusters in all geographical regions of the state. (Cont.)		
1.1 Conduct 11 days of in-depth leadership training in three phases. (Cont.)	1.1.6 TEA/LTI evaluate each phase of training and provide feedback (10/3/77-8/1/78).	1.1.6 4 evaluation reports 2 reports on action taken (3 interim and 2 action reports on file. See Appendix B for final report of 1977-78 training period.)
	1.1.7 TEA/LTI/ESC team leaders meet to assess project accomplishments and lay plans for continued efforts beyond grant period (5/15-17/78).	1.1.7 agenda of evaluation/planning meeting and outline of plans for 1978-79 on file

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
2. Replicable program planning process. The education service center teams will refine their written procedural plans and develop other aids to guide schools in designing and implementing programs for the gifted and talented.		
2.1 Refine regional plans for designing and implementing exemplary programs in LEAs.	2.1.1 LTI staff members review/critique first drafts of ESC plans (8/1/77-10/1/77).	2.1.1 20 drafts of plans reviewed/critiqued (review form on file)
	2.1.2 LTI consultants confer with ESC teams on status of written plans and provide suggestions for improvement (10/3-7/77).	2.1.2 19 consultations provided. (See Appendix A for schedule of Phase III Extension training.)
	2.1.3 ESC teams further refine plans (10/10/77-4/10/78).	2.1.3 19 first drafts of plans refined/revised (completed plans on file)
	2.1.4 ESC teams exchange written plans during Phase V of training and describe regional approaches to participants (4/10-12/78).	2.1.4 19 regional plans exchanged. (See Appendix G for information about regional plans.)

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
2. Replicable program planning process. (Cont.)		
2.2 Design and develop a handbook for teachers in first-draft form.	2.2.1 TEA/ESCs appoint task force to develop handbook (10/3-7/77).	2.2.1 list of task force members. (See Appendix J.)
	2.2.2 TEA/ESCs/LTI draft overall plan for handbook during Phase III Extension Training (10/3-7/77).	2.2.2 outline of proposed contents on file
	2.2.3 TEA gathers resource materials for task force to use in preparing draft (10/15/77-1/20/78).	2.2.3 reference materials on file
	2.2.4 TEA/ESC handbook committee meets to detail contents and prepare instructions for writers (12/12-14/78).	2.2.4 printed copies of detailed outline of contents and instructions for writers on file
	2.2.5 TEA surveys Texas schools for examples of curricular materials, forms, etc. used in gifted/talented programs (1/1/78-2/14/78).	2.2.5 list of schools submitting materials for handbook resources on file
	2.2.6 TEA/ESC task force develops draft of handbook (1/30/78-3/17/78).	2.2.6 copies of chapters submitted on file
	2.2.7 TEA/ESC handbook committee meets to review and finalize manuscript (3/20-22/78).	2.2.7 copy of unedited manuscript on file
	2.2.8 TEA sends first-draft manuscript to content editors for review (3/29/78-4/10/78).	2.2.8 copy of unedited manuscript mailed to editors
	2.2.9 TEA/ESC task force reviews and assesses status of manuscript during Phase V training (4/10-12/78).	2.2.9 copy of unedited manuscript on file

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
2. Replicable program planning process. (Cont.)		
2.2 Design and develop a handbook for teachers in first-draft form. (Cont.)	2.2.10 TEA/LTI edit manuscript and complete unfinished portions (4/15/78-2/1/79).	2.2.10 copy of edited manuscript on file
	2.2.11 TEA duplicates first draft of handbook (2/1/79-3/1/79).	2.2.11 150 copies of handbook duplicated (duplication record on file)
	2.2.12 TEA disseminates handbook to ESC teams (2/1/79-3/1/79).	2.2.12 120 copies of handbook disseminated (dissemination record on file)
2.3 Compile a directory of Texas programs for gifted/talented students.	2.3.1 TEA/ESCs appoint a task force to develop directory (10/3-7/77).	2.3.1 list of task force members. (See Appendix I.)
	2.3.2 TEA/ESCs/LTI draft overall plan for development of directory during Phase III Extension Training (10/3-7/77).	2.3.2 outline of proposed contents on file
	2.3.3 TEA/ESC task force designs and tests survey (questionnaire) form with knowledgeable practitioners in 20 ESC regions (10/3/77-1/25/78).	2.3.3 copy of proposed questionnaire on file
	2.3.4 TEA/ESC task force meets for planning session (11/10/77).	2.3.4 outline of topics discussed on file
	2.3.5 TEA/ESC task force finalizes questionnaire for survey of Texas programs during Phase IV Training (1/25-27/78).	2.3.5 copy of questionnaire. (See Appendix F.)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
2. Replicable program planning process. (Cont.)		
2.3 Compile a directory of Texas programs for gifted/talented students. (Cont.)	2.3.6 TEA/ESC task force reviews questionnaires returned from LEAs with established programs and plans strategies for completion of the directory during Phase V Training (4/10-12/78).	2.3.6 copies of completed questionnaires on file
	2.3.7 ESC teams re-survey regions for additional programs to include in directory (4/15/78-5/30/78).	2.3.7 list of schools returning questionnaires on file
	2.3.8 TEA/ESC task force meets to compile directory (5/30-31/78).	2.3.8 copy of unedited manuscript on file
	2.3.9 TEA/LTI edit manuscript of directory (7/1/78-10/15/78).	2.3.9 copy of edited manuscript on file
	2.3.10 TEA duplicates first draft of directory (1/1/79-2/1/79).	2.3.10 150 copies of directory duplicated (duplication record on file)
	2.3.11 TEA disseminates directory to ESC teams (2/1/79-3/1/79).	2.3.11 120 copies of directory disseminated (dissemination record on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
2. Replicable program planning process. (Cont.)		
2.4 Develop fact sheets on the identification of gifted and talented children. (This objective was to be met with state funds and accomplished to the extent that staff time and additional funds were made available. The objective was not accomplished.)	2.4.1 Project director meets with staff members of TEA Division of Student Services for planning (12/21/77).	2.4.1 1 planning meeting (date on file)
	2.4.2 TEA staff of the Division of Student Services research information for fact sheets (1/1/78-8/14/78).	2.4.2 literature, instruments, reports, guides, handbooks on file
	2.4.3 TEA staff of the Division of Student Services produce fact sheets (6/1/78-8/14/78).	2.4.3 This objective was not accomplished due to conflicting educational priorities.
2.5 Develop a minimum of five monographs on selected areas of gifted education. (This objective was to be met with state funds and accomplished to the extent that staff time and additional funds were made available. The objective was not accomplished.)	2.5.1 TEA consultants in the Division of Curriculum Development participate in training, review literature, attend conferences, visit programs (10/3/77-8/14/78).	2.5.1 attendance records, publications, reports on file
	2.5.2 TEA consultants produce monographs on selected areas of gifted education (1/1/78-8/14/78).	2.5.2 This objective was not accomplished because of conflicting educational priorities.

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
3. Statewide dissemination of exemplary program practices. The Texas Education Agency and the regional education service centers will strengthen and extend public awareness efforts and the dissemination of information about exemplary program practices through the trained leadership teams, the replicable program planning process, and regional presentations/ demonstrations.		
3.1 Plan and implement an increased public awareness effort.	3.1.1 TEA Division of Dissemination sends regular press releases to all major news media and ESCs inform local media of regional activities (on-going).	3.1.1 copies of press releases, announcements, public interest stories, etc. on file
	3.1.2 TEA Dissemination consultants plan, research, and produce second Agency brochure on G/T, four 30-second radio spots, and two slide/tape presentations (10/1/77-11/15/78).	3.1.2 copies of brochure, radio spots, slide/tape presentations on file
	3.1.3 TEA duplicates and disseminates copies of brochure, radio spots, and slide/tape presentations to 20 ESCs (11/1/78-3/1/79).	3.1.3 3,000 copies of brochure duplicated (duplication and dissemination records on file) 350 copies of radio spots (duplication and dissemination records on file) 22 copies of slide/tape presentations (duplication and dissemination records on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
3. Statewide dissemination of exemplary program practices. (Cont.)		
3.1 Plan and implement an increased public awareness effort. (Cont.)	3.1.4 TEA/ESCs appoint task force chairperson on public awareness (10/3-4/77).	3.1.4 list of task force members on file
	3.1.5 Project director meets with Agency staff, State Board committee, ESC directors, steering committee of statewide advocacy group to coordinate project efforts (on-going).	3.1.5 37 meetings (meeting dates on file)
	3.1.6 Project director makes presentations on project/gifted education (on-going).	3.1.6 13 presentations (dates on file)
	3.1.7 TEA disseminates informational packets to LEAs, parents, legislators, public (on-going).	3.1.7 973 packets disseminated (dissemination records on file)
3.2 Conduct regional presentations/workshops for local school districts. (These include awareness sessions, planning sessions, in-service workshops.)	3.2.1 TEA contracts with ESCs for 1977-78 regional presentations on gifted education (8/15/77-11/14/77).	3.2.1 20 contracts with ESCs (contractual forms on file)
	3.2.2 ESCs prepare presentations and compile information for LEAs (on-going): · review literature · compile materials for dissemination · develop visuals and resource materials · attend conferences/workshops/seminars · visit model projects	3.2.2 handouts and other resource materials on file reports on conferences and model projects visited on file outlines of presentations on file
	3.2.3 ESCs invite LEAs to attend region-wide presentations on gifted education (on-going).	3.2.3 announcements to LEAs (records on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
3. Statewide dissemination of exemplary program practices. (Cont.)		
3.2 Conduct regional presentations/workshops for local school districts. (These include awareness sessions, planning sessions, in-service workshops.) (Cont.)	3.2.4 ESC teams, with assistance of outside consultants as needed, conduct regional presentations (on-going).	3.2.4 ___ regional presentations (agendas, schedules, reports on file). (See Appendix H for additional information.)
	3.2.5 TEA/ESCs obtain feedback on effectiveness of regions' efforts (1/1/78-11/1/78).	3.2.5 20 reports on regional presentations on file
3.3 Assist local schools in program planning, implementation, evaluation, inservice.	3.3.1 ESCs provide services to LEAs (on-going). · offer awareness sessions · conduct inservice workshops · provide technical assistance · develop proposals for G/T projects/programs · participate in advisory council meetings · counsel parent organizations and local boards	3.3.1 services to LEAs: 168 awareness sessions 253 workshops 195 consultations with LEAs 57 project proposals 30 meetings 46 consultations with support groups (records on file)
3.4 Establish a statewide communications network on gifted/talented education. (This objective was to be met with state funds and accomplished to the extent that staff time and additional funds were made available. A formal network was not established, but an informal network is maintained by the project director.)	3.4.1 TEA/ESCs exchange information on regional activities and model projects during each phase of training (10/3-7/77, 1/25-27/78, 4/10-12/78).	3.4.1 schedules for training phases. (See Appendix A for schedules.)
	3.4.2 ESCs disseminate regional plans to LEAs upon request (on-going).	3.4.2 copies of regional plans (records of recipients/dates on file)
	3.4.3 TEA communicates information directly to ESCs (on-going).	3.4.3 49 memoranda/letters (on file) 112 handouts to team leaders (record on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
3. Statewide dissemination of exemplary program practices. (Cont.)		
3.4 Establish a statewide communications network on gifted/talented education. (This objective was to be met with state funds and accomplished to the extent that staff time and additional funds were made available. A formal network was not established, but an informal network is maintained by the project director.) (Cont.)	3.4.4 TEA/ESCs establish formal communications network.	3.4.4 This activity/objective was not accomplished due to lack of available funds and staff time. An informal network between TEA, ESCs, and LEAs continues in operation, however, through meetings, other activities, and direct communications.

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
4. Updated state plan for the education of the gifted and talented. The Texas Education Agency will update the State Plan, incorporating information about the needs of the gifted and strategies for their education gained during the implementation of the project plan. (At the end of the 1976-77 project year, the decision was made to delay revision until after completion of the project and review of the evaluation results. The objective was not accomplished.)		
4.1 Revise the State Plan for the Education of the Gifted and Talented.	4.1.1 TEA task force on G/T meets for planning and decision making (8/16/77, 9/16/77).	4.1.1 task force meetings (record of dates on file)
	4.1.2 TEA secures resources from other states for review (8/15/77-3/1/78).	4.1.2 reference materials on file
	4.1.3 TEA/ESCs appoint task force chairperson on legislation (1/25-27/78).	4.1.3 list of task force members on file
	4.1.4 TEA/ESC task force surveys legislation/funding patterns of other states (on-going).	4.1.4 report not completed to date
	4.1.5 TEA surveys ESC needs in gifted education (10/77, 3/78, 7/78).	4.1.5 3 surveys of ESC needs (forms, results on file)

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

Objectives/Activities/Outcomes

OBJECTIVES (Principal and Subordinate)	ACTIVITIES (Responsibilities and Dates)	OUTCOME/EVIDENCE
4. Updated state plan for the education of the gifted and talented. (Cont.)		
4.1 Revise the State Plan for the Education of the Gifted and Talented. (Cont.)	4.1.6 TEA completes revision of State Plan (8/15/77-8/14/78).	4.1.6 This objective was not accomplished. The Agency has decided to delay revision of the State Plan pending careful review of evaluation results of the project and study of the provisions of legislation which is to be introduced during the 66th Session of the Texas Legislature meeting in 1979.

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

Appendices

A TLTI Schedules of Training Phases

B TRLCP Final Evaluation Reports

C TRLCP Model School Programs

D TRLCP Objectives of Training Phases

E TRLCP Products

F TRLCP Questionnaire for Directory of Texas Programs

G TRLCP Regional Plans on the Education of the Gifted/ Talented

H TRLCP Regional Presentations on G/T

I TRLCP Task Force on the Directory of Texas Programs

J TRLCP Task Force on the Handbook for Texas Teachers

K TRLCP Teams

APPENDIX A

TEXAS LEADERSHIP TRAINING INSTITUTE ON THE EDUCATION OF THE GIFTED AND TALENTED

Sponsored by the Texas Education Agency

Conducted by the National/State-Leadership Training Institute-Gifted/Talented

Schedules for Training Phases

PHASE I - Program Planning for the Gifted (5 days)
Howard Johnson's Motor Lodge, Austin
December 12-17, 1976

PHASE II - Identification Procedures and Evaluation Design (2 days)
Howard Johnson's Motor Lodge, Austin
March 10-11, 1977

PHASE III - Curriculum Development, Teaching Strategies, Inservice (2 days)
Howard Johnson's Motor Lodge, Austin
May 5-6, 1977

PHASE III - Project Assessment and Planning (2 days)
EXTENSION Differentiated Curriculum, Teaching Strategies, Product Development (3 days)
Howard Johnson's Motor Lodge, Austin
October 3-7, 1977

PHASE IV - Curriculum, Teaching Strategies, Product Development (3 days)
The Hilton Inn, Austin
January 25-27, 1978

PHASE V - Training Skills/Models and Product Development (3 days)
The Hilton Inn, Austin
April 10-12, 1978

TEXAS LEADERSHIP TRAINING INSTITUTE

PHASE I

Sunday
December 12, 1976

December 12-17, 1976

Time	Topic	Description	Presenter	Room
5:00 - 7:00 P.M.	Registration		Weaver	Lobby
7:30 - 8:00	Opening Session	-Greetings	Gomez, Shaw, Sato	Convention Center
8:00-8:30	State of the Art	-Overview of where the U. S. is in Gifted/Talented Education	Jackson	Convention Center
8:30 - 9:00	"In Defense of Wisdom . . ."	-A dramatic presentation	Gold	

A-2

Monday
December 13, 1976

Time	Topic	Description	Presenter	Room
8:30 - 9:00 A.M.	Overview of the Institute	-Outlining the structure, tasks, goals, and facilities	Sato	Convention Center
9:00 - 10:00	"Elements of Quality Education for the Gifted and Talented"	-Examining key factors which contribute to quality education for gifted/talented	Sato	Convention Center
10:00 - 10:30	Break			
10:30 - 11:45	Characteristics of the Gifted and Talented	-Defining gifted and talented -Describing behavioral and psychological characteristics	Bernal	Highland Room
	Identification of the Gifted and Talented	-Determining appropriate instruments and procedures -Screening and selection	Renzulli	Convention Center-West
	Parents of the Gifted and Talented	-Assisting children at home and in school -Organizing parent groups	Jackson and Lockhart	Suite 429
	Advocacy for the Gifted and Talented	-Building and using an advocacy base -Utilizing an advocacy base	Marion	Fiesta Room

A-3

Monday
December 13, 1976

Time	Topic	Description	Presenter	Room
	Change Process	-Initiating change -Utilizing change	Gold	401
	Curriculum for the Gifted and Talented	-Defining "qualitatively differentiated" education -Designing curriculum	Miley	Convention Center-East
	Scheduled Conferences		Curry, Sato, Stallings	Lobby
11:45 - 1:15 P.M.	Lunch			
1:15 - 2:30	Characteristics of the Gifted and Talented	-Defining gifted and talented -Describing behavioral and psychological characteristics	Gold	Blue Room-West or 405
	Identification of the Gifted and Talented	-Determining appropriate instruments and procedures -Screening and selection	Miley	Convention Center-East

A-4

Monday
December 13, 1976

Time	Topic	Description	Presenter	Room
	Culturally Different Gifted and Talented	-Defining culturally different -Utilizing appropriate identification procedures for culturally different students	Bernal and Stallings	Highland Room
	Advocacy for the Gifted and Talented	-Building an advocacy base -Utilizing an advocacy base	Jackson	Room 429
	Administrative Provisions	-Formulating an administrative framework -Administering a program	Sato	Blue Room-East or Lobby (30)
	Curriculum for the Gifted and Talented	-Defining "qualitatively differentiated" education -Designing curriculum	Curry	Fiesta Room
	Evaluation of Gifted and Talented Programs	-Designing formative and summative evaluation procedures	Renzulli	Convention Center-West
	Scheduled Conferences		Lockhart Marion	Lobby

Monday
December 13, 1976

Time	Topic	Description	Presenter	Room
2:35 - 3:45	Identification of the Gifted and Talented	-Determining appropriate instruments and procedures -Screening and selection	Curry	Fiesta Room
	Culturally Different Gifted and Talented	-Defining culturally different -Providing appropriate programming based on characteristics and unique needs	Stallings	Highland Room
	Change Process	-Initiating change -Utilizing change	Marion	Room 429
	Inservice Education	-Assessing inservice needs -Planning and conducting inservice	Sato	Blue Room-East
	Evaluation of Gifted and Talented program	-Designing formative and summative evaluation procedures	Renzulli	Convention Center-West
	Parents of the Gifted and Talented	-Assessing children at home and in school -Organizing parent groups	Lockhart	Convention Center-East

Monday
December 13, 1976

Time	Topic	Description	Presenter	Room
	Counseling and Guidance of Gifted and Talented	-Meeting special needs through counseling and guidance	Gold	Blue Room-West
	Scheduled Conferences		Jackson Miley	Lobby
3:45 - 4:15	Break			
4:15 - 5:00 concurrent sessions	How To Write a Plan (Texas Teams)	-Presenting an overview of the task -Delineating the steps	Sato	Convention Center
	How To Write a Plan (Regional Teams)	-Presenting an overview of the task -Delineating the steps	Curry	Fiesta Room
5:00 - 7:00	Writing Philosophy and Goals	-Writing in Teams	Consultants on call	Lobby
7:00 - 7:30	Staff Meeting			

A-1

Tuesday
December 14, 1976

Time	Topic	Description	Presenter	Room
8:30 - 9:00 A.M.	Announcements		Sato	Convention Center
9:00 - 10:00	Sharing Philosophy and Goals	Teams		Convention Center
10:00 - 10:45	Program Planning	-Refining program planning goals into objectives	Sato	Blue Room-East
	Program Prototypes	-Delineating program prototypes into objectives	Gold	Blue Room-West
	Identification: Population Assessment	-Delineating population assessment as part of identification goal	Curry	Fiesta Room
	Identification: Screening and Selection	-Building local instruments and procedures for identification objectives	Stallings	Highland Room
	Evaluation	-Delineating formative and summative evaluation objectives	Renzulli	Convention Center-West
	Budget	-Incorporating budget considerations and strategies into the plan	Jackson	Room 429

Tuesday
December 14, 1976

Time	Topic	Description	Presenter	Room
	Inservice	-Delineating inservice planning into objectives	Miley	Convention Center-East
	Community Involvement	-Including community involvement in the plan	Lockhart	Lobby
10:45 - 11:00	Break			
11:00 - 11:30	Developing Objectives (Texas Teams)	-Defining the task -Outlining the steps	Sato Staff	Convention Center
	Developing Objectives (Regional Teams)	-Defining the task -Outlining the steps	Curry Staff	Fiesta Room
11:30 - 1:00 P.M.	Lunch			
1:00 - 6:00	Writing objectives, tasks, etc.	-As stated	Consultants on call	Lobby
6:00 - 6:30	Staff Meeting			
8:00 - 9:00	Film: Sit Down, Shut Up, or Get Out (Optional)			Convention Center

Wednesday
December 15, 1976

Time	Topic	Description	Presenter	Room
8:30 - 8:45 A.M.	Announcements		Sato	Convention Center
8:45 - 9:30 (amplified phone)	New Directions in Gifted and Talented Education	Considering some new dimensions in education of gifted/talented pupils	Gallagher	Convention Center
9:30 - 2:30 P.M. (lunch at the convenience of your group)	Refining the Plan		Consultants on call	Lobby
2:30 - 3:30 (optional sessions for those teams who have completed and turned in written plan)	Research on Gifted and Talented	-Presenting an overview of significant research on gifted/talented	Gold	Blue Room-West
	Teachers of the Gifted and Talented	-Examining characteristics of teachers of gifted/talented -Discussing procedures for teacher selection	Miley	Convention Center-East
	Funding a Program	Studying public and private alternatives to funding	Jackson	Room 429
	Creativity	-Looking at practical applications of theories on creativity	Renzulli	Convention Center-West
	Conferences		Curry Sato	Lobby
3:30 - 4:30 (By amplified telephone)	New Perspectives on the Federal Role of the Office of Gifted and Talented	Sharing the policies, objectives, strategies, and approach of the Office of Gifted/Talented	Sisk	Convention Center

Thursday
December 16, 1976

Time	Topic	Description	Presenter	Room
8:30 - 9:00 A.M.	Overview of Pilot Programs	-Delineating the task -Outlining the steps	Shaw Sato	Convention Center
9:05 - 10:15	Program Prototypes --Primary	-Studying alternatives to programming gifted/talented	Kaplan	Convention Center-East
	Program Prototypes --Upper Elementary	-Studying alternatives to programming gifted/talented	Hertz	Blue Room-West
	Program Prototypes --Junior High	-Studying alternatives to programming gifted/talented	Curry	Fiesta Room
	Program Prototypes --High School	-Study alternatives to programming gifted/talented	Gold	Blue Room-East
	Enrichment Triad	-Examining a comprehensive model for programming gifted/talented	Renzulli	Convention Center-West
	Conferences		Sato	Lobby
10:15 - 10:35	Break			
10:35 - 11:45	Culturally Different Gifted and Talented	-Defining culturally different -Utilizing appropriate identification procedures for culturally different students	Harada	Blue Room-East

Time	Topic	Description	Presenter	Room
	Enrichment Triad	-Examining a comprehensive model for programming gifted/talented	Renzulli	Convention Center-West
	Intra-Classroom or Regular-Classroom Gifted/Talented Programs	-Presenting alternatives for providing for gifted/talented in regular classroom settings	Kaplan	Convention Center-East
	Extra-Classroom Gifted/ Talented Program	-Presenting alternatives for providing for gifted/talented in other than regular-classroom settings	Hertz	Blue Room-West
	Resources for Gifted/Talented Programs	-Examining multiple types of resources -- free, inexpensive, as well as costly	Curry	Fiesta Room
	Administrative Considerations	-Formulating an administrative framework -Administering a program	Sato	Blue Room-East
11:45 - 1:15P.M.	Lunch			
1:15 - 2:00	Developing a Pilot Program: Component I	-selecting a prototype, grade level(s), administrative structure	Consultants on call	Lobby
2:00 - 3:30	Writing a Plan for a Pilot Program: Component II	-Writing goals, objectives for program	Consultants on call	Lobby

Thursday
December 16, 1976

Time	Topic	Description	Presenter	Room
3:30 - 3:45	Break			
3:45 - 5:00	Writing a Plan for a Pilot Program: Component III	-Writing and delineating tasks to implement objectives -Studying ways to utilize resources and to evaluate	Consultants on call	Lobby
5:00 - 6:00	Writing a Plan for a Pilot Program: Component IV	-Writing and delineating population-assessment, screening, and selection procedures	Consultants on call	Lobby
6:00 - 7:30	Staff Meeting			
7:30 - 9:30	Closing Banquet (Optional)			

Friday
December 17, 1976

Time	Topic	Description	Presenter	Room
8:30 - 8:45 A.M.	Announcements		Sato	Convention Center
8:45 - 11:15	Writing a Plan for a Pilot Program: Component V	-Completing and refining the components as listed above -Checking written plan for pilot program by consultants	Consultants on call	Lobby
11:15 - 1:15 P.M.	Lunch			
1:15 - 2:15	Closing	-Going over closing details -Completing evaluation of the institute	Curry, Kaplan, Renzulli, Sato, Shaw	Convention Center
2:15 - 3:30	"A Dream for the Gifted"	-Giving the final charge	Sato	Convention Center
3:30 - 4:00	Staff Meeting			

TEXAS LEADERSHIP TRAINING INSTITUTE

PHASE II

March 10-11, 1977

March 10, 1977

Time	Topic	Description	Presenter	Room
8:00-9:00 A.M.	Registration	- Distributing materials		Lobby
9:00-10:00 A.M.	Welcome Overview of Workshop	- Introductory remarks - Outlining tasks and organization - Reviewing accomplishments and expectations	Shaw Curry	Convention Center West
10:00-10:15A.M.	Break			Lobby
10:15-11:45A.M.	Evaluation Models and Concepts	- Delineating basic evaluation models - Utilizing concepts of evaluation - Establishing parameters for evaluation	Renzulli	Convention Center West
	Identification Models and Concepts	- Outlining principles of identification - Reviewing the research and appropriate models - Establishing identification as part of the total program	Curry	Blue Room

A-15

Time	Topic	Description	Presenter	Room
	Culturally Different Gifted and Talented (Part I)	- Understanding cultural differences - Assessing creative positives of the culturally different student - Identifying culturally different gifted and talented students	Ponce	Convention Center East
11:45-1:00 P.M.	Lunch			
1:00-2:30 P.M.	Designing an Evaluation Procedure	- Examining the decision-making process - Developing an evaluation design - Utilizing available data and resources	Renzulli	Convention Center West
	Designing an Identification Procedure	- Assessing existing information - Involving teachers and the community in identification - Utilizing multiple and specific criteria	Curry	Blue Room

Time	Topic	Description	Presenter	Room
	Culturally Different Gifted and Talented (Part II)	- Assessing appropriateness of programming - Evaluating student progress - Selecting and training staff to work with culturally different gifted and talented students	Ponce	Convention Center East
2:30-3:00 P.M.	Break			Lobby
3:00-4:30 P.M.	Evaluation of Students and Staff	- Developing guidelines for staff-selection - Assessing effectiveness of staff in program - Assessing student progress - Utilizing data for revitalizing program	Renzulli	Convention Center West
	Identification Simulation	- Participating in a simulation of the selection of gifted and talented students for a national program - Discussing implications of this activity	Curry	Blue Room

Time	Topic	Description	Presenter	Room
	Dialogue on Culturally Different Gifted and Talented	- Discussing concerns relating to culturally different gifted and talented students	Ponce	Convention Center East
4:30-5:00 P.M.	Group Session	- Announcements	Shaw	Convention Center West
5:00-7:00 P.M.	Dinner			
7:00 P.M. (Optional)	Films	- Viewers may choose from among available films	Participants	Blue Room

March 11, 1977

Time	Topic	Description	Presenter	Room
8:30-9:30 A.M.	State Guidelines	- Presenting the state procedural written plan - Explaining state policy relating to gifted and talented education - Sharing progress in the State of Texas	Shaw	Convention Center West
9:30-10:00A.M.	Developing Guidelines for Evaluation	- Delineating the tasks - Understanding the expectations	Renzulli	Convention Center West
10:00-12:00P.M.	Beginning to Write Evaluation Guidelines	- Outlining guidelines for new programs - Expanding guidelines for ongoing programs	Teams	Convention Center West, and East; Blue Room
12:00-1:30P.M.	Lunch			
1:30-2:00 P.M.	Developing Guidelines for Identification	- Delineating the tasks - Understanding the expectations	Curry	Convention Center West

March 11, 1977

Time	Topic	Description	Presenter	Room
:00-4:00 P.M.	Beginning to Write Identification Guidelines	- Outlining guidelines for new programs - Expanding guidelines for ongoing programs	Teams	Convention Center West & East; Blue Room
:00-4:30 P.M.	Closing Session	- Determining where we have been and where we go from here - Preparing for Phase III of Texas Project GREAT, May 5-6, 1977	Shaw Curry Renzulli	Convention Center West

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TEXAS LEADERSHIP TRAINING INSTITUTE

PHASE III

May 5-6, 1977

May 5, 1977

Time	Topic	Description	Presenter	Room
8:00 - 9:00 A.M.	Registration	- Distributing materials		Lobby
9:00 - 10:00 A.M.	Welcome Overview of Workshop	- Introductory remarks - Outlining tasks and organization - Reviewing accomplishments and expectations	Shaw Curry	Convention Center West
10:00 - 10:15 A.M.	Break			
10:15 - 11:45 A.M.	Curriculum Models and Concepts	- Delineating basic curriculum models - Utilizing concepts of curriculum - Establishing parameters for curriculum	Epley	Convention Center West
	Inservice Models and Concepts	- Outlining principles of inservice - Establishing inservice as a key element of a total program - Sharing models for inservice	Curry	Blue Room

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Time	Topic	Description	Presenter	Room
11:45 - 1:15 P.M.	Lunch			
1:15 - 2:45 P.M.	Developing Curriculum and Teaching Strategies	- Modifying existing curriculum and materials - Designing new curriculum ideas - Utilizing various resources for program development	Epley	Convention Center West
	Designing and Implementing Inservice Plans	- Maintaining and expanding programs through planned inservice - Utilizing characteristics of successful programs - Differentiating levels of involvement	Curry	Blue Room
2:45 - 3:00 P.M.	Break			
3:00 - 4:15 P.M.	Workshop Session on Curriculum	- Applying input session information to the task of outlining guidelines for curriculum plans	Epley	Convention Center West

Time	Topic	Description	Presenter	Room
	Workshop Session on Inservice	- Applying input session information to the task of outlining guidelines for inservice plans	Curry	Blue Room
4:30 - 5:30 P.M.	Team Leaders' Meeting		Shaw Sato	Blue Room

May 6, 1977

Time	Topic	Description	Presenter	Room
8:30 - 9:15 A.M.	State Progress	- Sharing progress in gifted/ talented education in Texas - Reporting new developments Texas	Shaw	Convention Center West
9:15 - 10:30 A.M.	If . . .	- Exploring conditions for program development and maintenance	Sato	Convention Center West
10:30 - 10:45 A.M.	Break			
10:45 - 11:15 A.M.	Developing Guidelines for Curriculum Development	- Delineating the task - Understanding the expectations	Epley	Convention Center West
11:15 - 12:30 P.M.	Beginning to Write Curriculum Guidelines	- Outlining guidelines for curriculum development - Expanding guidelines for ongoing programs	Teams	

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May 6, 1977

Time	Topic	Description	Presenter	Room
12:30 - 1:45 P.M.	Lunch			
1:45 - 2:15 P.M.	Developing Guidelines for Inservice	- Delineating the task - Understanding the expectations	Curry	Convention Center West
2:15 - 3:30 P.M.	Beginning to Write Inservice Guidelines	- Outlining guidelines for inservice implementation - Expanding guidelines for ongoing programs	Teams	
3:30 - 4:00 P.M.	Closing Session	- Determining where we have been and where we go from here	Shaw Curry Epley	Convention Center West

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TEXAS LEADERSHIP TRAINING INSTITUTE

PHASE III EXTENSION

Monday, October 3 — October 3-7, 1977

Time	Topic	Description	Presenter	Room
8:00-8:30 a.m.	Registration			Room 473
8:30-9:00 A.M.	Welcome Overview of Phase III Extension, Part I	Describing objectives and tasks	Shaw Sato, Shaw	Blue Room
9:00-9:30	Evaluation of 1976-'77 Training and Follow-Up	Explaining significant findings and implications of the evaluation of 1976-'77	Renzulli	Blue Room
9:30-10:15	Discussion of Evaluation Implications Related to Future Directions	Studying alternatives for future	Shaw with Staff and Teams	Blue Room
10:15-10:30	Break			
10:30-11:00	Evaluation of Written Plans: An Overview	Explaining some possible ways to refine, strengthen, and/or extend the procedural written plans	Curry, Epley, Sato	Blue Room
11:00 A.M.-12:00 Noon	Self-Evaluation of Written Plans	Using a rating sheet to evaluate one's own written plan	Teams	Blue Room, Fiesta Room, Highland Room, Rooms 401, 429, 451
12:00 Noon-1:15 P.M.	Lunch			
1:15-4:15	Evaluation of Written Plan with Consultant Assistance Extension of Written Plans	Evaluating each plan with the assistance of consultants Extending the procedural written plan and refining the appendices to make them applicable at least through August, 1978.	Curry, Epley, Jackson, Renzulli, Sato	Blue Room, Fiesta Room, Highland Room, Rooms 401, 429, 451

Monday, October 3

Time	Topic	Description	Presenter	Room
4:15-5:00	Status Check	Checking on what has been accomplished and what remains to be done	Sato	Blue Room
5:00-6:00	Staff meeting			Room 429

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Tuesday, October 4

Time	Topic	Description	Presenter	Room
8:30-9:00 A.M.	Plans for Product Development 1977-'78: An Overview	Describing products to be developed during 1977-'78 -- objectives, components	Shaw, Sato	Blue Room
9:00-10:00	Discussion of Alternative Ways To Develop 1977-'78 Products	Exploring various ways in which the products can be developed	Shaw, Sato, Staff and Teams	Blue Room
10:00-10:15	Break			
10:15-10:45	How To Write a Procedural Plan for Product Development	Explaining how to write a procedural plan for developing a product	Sato	Blue Room
10:45 A.M.-12:00 Noon	Considerations in Development of Product: I. Handbook on Curriculum and Teaching Strategies	Breaking the job to be accomplished into workable component Deciding on the deployment of team members on task forces	Epley, Renzulli,	Blue Room
	II. Directory of Model Projects A. Criteria for inclusion in directory B. Guidelines for visitations		Curry, Jackson	Fiesta Room
12:00 Noon-1:15 P.M.	Lunch			

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Tuesday, October

Time	Topic	Description	Presenter	Room
1:15-4:15	Writing of Procedural Plans To Develop Components of the Products	Writing a procedural plan for developing each product in first-draft form by May 15, 1978	Staff and Teams	Blue Room, Fiesta Room, Highland Room, Rooms 401, 429, 451
1:30-3:30	TEA Staff Orientation	Reviewing the national status of gifted/talented education	Jackson, Sato	State Board Room 150 Riverside North
4:15-5:00	Summary of Part I of Phase III Extension	Communicating with each other on what has been accomplished in Part I Deciding best ways to make specific linkages to Part II	Curry, Sato, Shaw	Blue Room
5:00-6:00	Staff Meeting		Staff	Room 429

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Wednesday, October 5

Time	Topic	Description	Presenter	Room
8:00-8:30 a.m.	Registration			Room 473
8:30-9:00 A.M.	Welcome Overview of Phase III Extension, Part II	Describing objectives and tasks	Shaw Sato, Shaw	Blue Room
9:00-10:15	"Men To Match Mountains" (including group activity)	Assessing oneself and one's own agency in relationship to program development	Sato	Blue Room
10:15-10:30	Break			
10:30 A.M.-12:00 Noon	Status Reports by Teams Regions I-X	Sharing progress on the following: 1. Implementation of the written plan	Teams with Epley, Miley, Sato	Blue Room
	Regions XI-XX	2. Development of the model project	Teams with Curry, Jackson, McGuire	Highland Room
12:00 Noon-1:15 P.M.	Lunch			
1:15-2:30	Project Plans for 1977-'78	Describing progress on plans for products to be developed during 1977-'78	Shaw, Task Force Chairpersons	Blue Room
2:30-2:45	Break			
2:45-3:15	Overview of Work Sessions	Explaining products to be developed during 1977-'78	Sato, Shaw	Blue Room
3:15-5:00	Work Session I	Working on assigned tasks	Teams, Staff	Blue, Highland, Lamplighter Rooms Rooms 401, 429, 451
5:00-6:00	Staff Meeting		Staff	Room 429

A-30

Thursday, October 6

Time	Topic	Description	Presenter	Room
8:30-9:00 A.M.	Overview of Workshop	Explaining types and purposes of workshops	Sato	Blue Room
9:00 A.M.-12:00 Noon	CONCURRENT WORKSHOPS 1. Differentiating Curricula: Some Key Considerations	Exploring the various elements which comprise differentiated curricula	Kaplan	Blue Room East
	2. Program Options with Differentiation	Examining program alternatives which are differentiated for gifted/talented	Curry	Blue Room West
	3. Initiating and Maintaining Model Projects: Some Key Considerations	Discussing some critical features in identification, programming, inservice, evaluation of model projects	Sato	Lamplighter Room
	4. On Teaching Strategies a. Independent Study and and Research Skills	Differentiating selected teaching strategies so that they are particularly appropriate for gifted/talented	Miley	Highland Room South
	b. Creative and Productive Thinking		Treffinger	Room 429
	c. Group Dynamics		McGuire	Highland Room North
	d. Critical Thinking		Epley	Room 451
12:00 Noon-1:15 P.M.	Lunch			
1:15-5:00	Work Session II	Continuing to work on assigned tasks	Teams, Staff	Blue, Highland, Lamplighter Rooms Rooms 401, 429, 61
5:00-6:00	Staff Meeting		Staff	Room 429

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Friday, October 7

Time	Topic	Description	Presenter	Room
8:30-11:30 A.M.	CONCURRENT WORKSHOPS (same as 9:00 A.M.-12:00 Noon on Thursday)	See Thursday schedule.		
11:30 A.M.-12:30 P.M.	Closing Session: Summary	Summarizing what has been accomplished this week and surveying possibilities for 1977-'78	Sato, Shaw	Blue Room

TEXAS LEADERSHIP TRAINING INSTITUTE

PHASE IV

Wednesday, January 25, 1978 — January 25-27, 1978

Time	Topic	Description	Presenter	Room
8:30- 9:00 A.M.	Welcome Overview	Describing what we hope to accomplish in Phase IV	Shaw Sato	Tiara
9:00-10:30	Status Report: Products for 1977-'78 Task forces for products	Discussing what has been done thus far and what needs to be completed for (1) the directory of model programs and (2) the handbook on curriculum and teaching strategies	Grooms, Kaplan, Shaw, Whatley	Tiara
10:30-10:45	Break			
10:45 A.M. - 12:15 P.M.	WORK SESSION #1 1. Directory of model programs	Working on products for 1977-'78	McGuire	Caucus
	2. Handbook on curriculum and teaching strategies a. Nature and needs of gifted/talented		Curry	Capitol
	b. Curriculum differentiation		Sato	Highland
	c. Learning environment		Wiener	Topaz
	d. Resources		Curry ~~Sato~~	Pearl
	e. Communications channels		McGuire	Ruby
	f. Pesky questions		Wiener	Diamond
12:15- 1:30	Lunch			

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Wednesday, January 25, 1978 (continued)

Time	Topic	Description	Presenter	Room
1:30- 4:30 P.M.	WORK SESSION #2* (same groups and rooms as for WORK SESSION #1)	Continuing work on products for 1977-'78	As above	As above
4:30- 5:00	Checkpoint #1	Sharing progress and emerging concerns (if any)	Grooms, Kaplan, Sato, Shaw, Whatley	Tiara

*Coffee will be available between 3:00 and 3:30 P.M. in the Tiara Room. Please take it back with you to your work area.

Thursday, January 26, 1978

Time	Topic	Description	Presenter	Room
8:30-10:00 A.M.	The Enrichment Triad Model	Describing a model which can serve as the basis for a gifted/talented program	Renzulli (by video-tape and/or amplified tele-phone)	Tiara
10:00-10:15	Break			
10:15 A.M. - 12:45 P.M.	CONCURRENT WORKSHOPS 1. Teaching strategies	Differentiating selected teaching strategies so that they are particularly appropriate for gifted/talented		
	a. Critical thinking		Wiener	Pearl
	b. Problem solving		Kaplan	Diamond
	c. Group process		McGuire	Capitol
	2. Dialogue and questions		Sato Curry	Ruby
12:45- 2:00	Lunch			
2:00- 4:30	CONCURRENT WORKSHOPS 1. Teaching strategies	Differentiating selected teaching strategies so that they are particularly appropriate for gifted/talented		
	a. Creative problem solving		Curry	Pearl
	b. Creative thinking		Sato	Diamond
	2. Dialogue and questions		McGuire, Wiener	Ruby

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Thursday, January 26, 1978 (continued)

Time	Topic	Description	Presenter	Room
4:30- 5:00 P.M.	Checkpoint #2: Brief progress reports	Sharing key points of progress made by committees	Grooms, Whatley	Tiara
	Region XVII - Management Team		Coleman, Roark	

Friday, January 27, 1978

Time	Topic	Description	Presenter	Room
8:30- 9:00 A.M.	Announcements Checkpoint #3	Charting courses of action for the final work session	Sato, Shaw Grooms, Whatley	Tiara
9:00-11:00	WORK SESSION #3* (same groups and rooms as for WORK SESSION #1)	Continuing work on products for 1977-'78	Same as for WORK SESSION #1	Same as for WORK SESSION #1
11:00-11:30	Final checkpoint	Reporting ways each committee will complete assigned tasks by designated deadlines	Grooms, Sato, Shaw, Whatley	Tiara
11:30 A.M. - 12:30 P.M.	Meeting of steering committee	Discussing in detail future plans	Grooms, Sato, Shaw, Whatley	Tiara

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*Coffee will be available between 9:45 and 10:30 A.M. in the Tiara Room. Please take it back with you to your work area.

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TEXAS LEADERSHIP TRAINING INSTITUTE

PHASE V

April 10-12, 1978

Monday, April 10, 1978

Time	Topic	Description	Presenter	Room
8:30-9:00 A.M.	Welcome Overview	Describing what we hope to accomplish in Phase V	Shaw Sato	Tiara
9:00-10:15	Status Report and Projected Needs: Texas Project Evaluation	Discussing briefly evaluation of Texas project thus far and explaining needed input for final evaluation	Renzulli	Tiara
	Status Report: Products for 1977-'78	Describing what has been accomplished thus far and what needs to be done for (1) directory of model programs and (2) handbook on curriculum and teaching strategies	Grooms, Sato, Shaw, Whatley, Wiener	
10:15-10:30	BREAK			
10:30 A.M.-12:00 Noon	CLARIFICATION-EXTENSION SESSIONS:			
	1. Extension and Expansion of the Planning Effort	Assessing status of written plans and appendices Suggesting ways to extend/strengthen the planning effort	Sato	Forum
	2. Identification: Alternatives to I.Q. Tests	Studying specific ways to identify gifted/talented other than through I.Q. tests	Wiener	Pioneer

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Time	Topic	Description	Presenter	Room
	3. Program: Self-Directed Learning for Gifted/ Talented	Delineating specific steps to be taken to shift responsibilities for learning from teacher to pupil	Treffinger	Caucus
	4. Inservice: A Training Model	Describing one possible model for training personnel	Renzulli	Tiara
	5. Evaluation: Administrative Considerations	Looking at evaluation of gifted/ talented programs from administrator's viewpoint	Finley	Settler
12:00 Noon - 1:30 P.M.	LUNCH			
1:30-3:00	CLARIFICATION-EXTENSION SESSIONS:			
	1. Identification: Questionnaires and attitudinnaires	Studying ways to develop questionnaires and attitudinnaires	Wiener	Pioneer
	2. Program: Key Administrative Decisions	Discussing key decisions administrators must make in gifted/ talented program	Finley	Settler
	3. Program Alternatives	Studying multiple ways gifted/ talented can be served -- including program considerations for the culturally different gifted/ talented	Sato	Forum

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Time	Topic	Description	Presenter	Room
	4. Inservice: A Training Model	Exploring a training model which focuses on target groups, their needs, and involvement levels	Treffinger	Caucus
	5. Those Elusive Issues in Evaluation...and Some Possible Solutions	Looking at some ever-perplexing problems/concerns in evaluation	Renzulli	Tiara
3:00-3:15	BREAK			
3:15-4:30	WORK SESSIONS:			
	1. Gifted/Talented Model Program Directory	Meeting, if necessary, to clarify some unresolved issues	Sato	Settler
	2. Curriculum and Teaching Strategies Handbook	Meeting, if necessary, to clarify some unresolved issues	Wiener	Pioneer
	3. ESC Team Training Presentations	Preparing for peer-critiqued 15-20-minute training presentations	Treffinger	Tiara
	4. Dialogue on Pesky Questions	Exchanging thoughts on questions which seemingly defy solution	Finley, Renzulli	Forum
4:30-5:00	Exchange of Written Plans and Appendices	Exchanging latest drafts of written plans and appendices	Shaw, Consultants, All Teams	Tiara

Tuesday, April 11, 1978

Time	Topic	Description	Presenter	Room
8:30-8:45 A.M.	Announcements	Announcing changes and other vital information for day	Shaw, Sato	Tiara
8:45-10:15	CLARIFICATION-EXTENSION SESSIONS:			
	1. Identification of Creatively Gifted	Reviewing key research on creativity and drawing criteria and procedures to identify creatively gifted pupils	Treffinger	Caucus
	2. Programs: Enrichment Triad -- Questions and Answers	Interacting on the rationale and implementation of Eurichment Triad	Renzulli	Tiara
	3. Inservice: Indirect Ways To Function as Change Agent	Examining subtle ways to effect lasting changes	Finley	Settler
	4. Inservice: Attitudinal Changes in Trainers and Trainees	Determining some (a) desired attitudinal changes in trainers and trainees and (b) ways to evaluate these changes	Wiener	Pioneer
	5. Inservice: General Principles and Delivery Systems	Discussing (a) general principles about training based upon research, literature, or experience and (b) ways to deliver experiences to implement these principles	Sato	Forum
10:15-10:30	BREAK			

Tuesday, April 11, 1978

Time	Topic	Description	Presenter	Room
10:30 A.M.- 12:00 Noon	CLARIFICATION-EXTENSION SESSIONS:			
	1. Inservice: Indirect Ways To Function as Change Agent	See 8:45 sessions.	Finley	Settler
	2. Inservice: Attitudinal Changes in Trainers and Trainees		Wiener	Pioneer
	3. Inservice: General Principles and Delivery Systems		Sato	Forum
	4. Inservice: A Training Model	Describing one possible model for training personnel	Renzulli	Tiara
	5. Inservice: A Training Model	Examining a training model which focuses on target groups, their needs, and involvement levels	Treffinger	Caucus
12:00 Noon - 1:30 P.M.	LUNCH			

Tuesday, April 11, 1978 (Continued)

Time	Topic	Description	Presenter	Room
1:30-4:30	TRAINING APPLICATIONS: 1. Regions I - VI	Giving each ESC 15-20 minutes to present excerpt from selected training session Critiquing one another's presentations	Finley Treffinger	Caucus
	2. Regions VII - XIII		Renzulli, Wiener	Forum
	3. Regions XIV - XX		Sato	Tiara
4:30-5:00	Summary of Training	Sharing insights on training	All Consultants and Participants	Tiara

Wednesday, April 12, 1978

Time	Topic	Description	Presenter	Room
8:30-9:45 A.M.	Into the Future with Gifted/ Talented	Exploring some possible future directions of gifted/talented education	Sato, Treffinger, Wiener	Crown West
9:45-10:00	BREAK			
10:00-10:45	Final Clarification-Extension Opportunities	Interacting on questions remaining	All Consultants and Participants	Crown West
10:45 A.M. - 12:00 Noon	"Hey! I Think I'm Gifted. Do You Know What That Means?"	Discussing motivation and self concept as they relate to gifted/ talented	Sato	Crown West
12:00 Noon- 12:45 P.M.	Committee Meetings as Needed		Consultants on Call	Crown West

APPENDIX B

EVALUATION REPORTS

Final Report for the 1976-1977 Training Period

Final Report for the 1977-1978 Training Period

FINAL REPORT

for the

1976-1977 Training Period

TEXAS LEADERSHIP TRAINING INSTITUTE ON THE
EDUCATION OF THE GIFTED AND TALENTED

Conducted by the National/State-Leadership Training
Institute-Gifted/Talented

Sponsored by The Texas Education Agency

Prepared by

Joseph S. Renzulli
Bureau of Educational Research
University of Connecticut
Storrs, Connecticut

November 1, 1977

I. Background and Overview

Between December, 1976, and May, 1977, a three phase training program dealing with education of the gifted and talented was conducted for leadership personnel from throughout the State of Texas. Each of the State's twenty Educational Service Centers (ESC) organized a team of persons who made a commitment to participate in ongoing training throughout the course of the school year. The training was sponsored by the Texas Education Agency (TEA) under the guidance of Ann Shaw, Director of Programs for the Gifted and Talented and was conducted by staff members and consultants of the National/State Leadership Training Institute for the Gifted and Talented (LTI) under the direction of Irving S. Sato.

Prior to the beginning of the first set of training sessions, a pre-program questionnaire was distributed and each participant was asked to rank the areas and topics that were of greatest concern. Participants were also asked to write a brief statement about how the training could best serve their personal needs in their present and/or anticipated involvement with gifted and talented youngsters. The purpose of this initial inquiry was to obtain needs assessment data so that the conference presentations could be more responsive to individual and group concerns. (Note: The results of this procedure were summarized and presented in the Phase I Interim Evaluation Report.)

During each phase of training, specific topics were highlighted. Phase I focused on general aspects of program development and how these factors can be used as the basis for developing regional or local plans of action. The second phase dealt with identification of the gifted and talented, providing for the educational needs of culturally different

gifted students and program evaluation. Phase III emphasized curriculum development, teaching strategies, and the development of in-service training models.

Training activities consisted of a series of input sessions, individual and small group consultative sessions dealing with the specific needs of various teams, and writing sessions that were devoted to the development of written plans, curricular guidelines, and evaluation designs. The general plan prepared during Phase I combined with the materials produced in later phases represent an integrated plan of action for the areas being served by each of the participating teams.

As part of the overall LTI in-service model, systematic steps were taken to obtain evaluative feedback during each phase of the training program. This feedback was summarized in evaluation reports that were submitted to the LTI and TEA during the 1976-1977 training period. This report will include a brief summary of data presented in three previous interim reports. Persons interested in specific session evaluations or the general recommendations growing out of each phase of the training program are requested to consult the interim evaluation reports that are on file with the TEA.

Following a summary of the Post-Conference Rating Forms from each of the three phases of training, this report will present a summary and interpretation of information that was gathered through the use of a follow-up questionnaire (See Appendix A) completed by ninteen of the twenty Educational Service Centers. Finally, a series of recommendations based on both the interim evaluation questionnaires and the follow-up questionnaire will be presented.

II. Summary of First Three Phases of Training

At the conclusion of each phase of training, all participants were asked to complete a general conference rating form. The results of this procedure are presented in Tables 1 through 3. Table 4 presents the average post-conference ratings for the first three phases of training.

Table 1

National/State Leadership Training Institute
On the Gifted and the Talented
N = 66
Post-Conference Rating Form (Phase I)

	Very Satisfied	Mildly Satisfied	Neutral	Mildly Dissatisfied	Very Dissatisfied	No Reply
1. The conference in general.....	67	30	1.5	1.5		
2. Availability of the consultants.....	71	12	6	3	1.5	6
3. Interaction with the consultants.....	71	23	3	1.5		1.5
4. Organization of the conference.....	50	32	11	5		3
5. Usefulness of the materials provided..	71	27		1.5		
6. Balance between instruction sessions (i.e., presentations by speakers) and writing sessions.....	42	49	3	3		3
7. Usefulness of instructional sessions in formulating your written plan.....	30	50	5	8	1.5	6
8. Other (specify).....						

Table 2
National/State Leadership Training Institute
On the Gifted and the Talented
N = 22
Post-Conference Rating Form (Phase II)

	Very Satisfied	Mildly Satisfied	Neutral	Mildly Dissatisfied	Very Dissatisfied	No Reply
1. The conference in general.....	59	32				
2. Availability of the consultants.....	86	18				
3. Interaction with the consultants.....	68	27	5			
4. Organization of the conference.....	41	45		1		
5. Usefulness of the materials provided..	54	23	5	5		
6. Balance between instruction sessions (i.e., presentations by speakers) and writing sessions.....	27	50	18	5		
7. Usefulness of instructional sessions in formulating your written plan.....	36	45		10		
8. Other (specify).....	5			5		
9. ----------	5					

Table 3
National/State Leadership Training Institute
On the Gifted and the Talented
N = 38
Post-Conference Rating Form (Phase III)

	Very Satisfied	Mildly Satisfied	Neutral	Mildly Dissatisfied	Very Dissatisfied	No Reply
1. The conference in general.....	86	13				
2. Availability of the consultants.....	86	13				
3. Interaction with the consultants.....	73	21	5			
4. Organization of the conference.....	65	26	2			
5. Usefulness of the materials provided..	76	18				
6. Balance between instruction sessions (i.e., presentations by speakers) and writing sessions.....	55	26	7			
7. Usefulness of instructional sessions in formulating your written plan.....	71	10		2		
8. Other (specify).....						

Table 4
National/State Leadership Training Institute
On the Gifted and the Talented
N = 126
Average Post-Conference Ratings: Phases I-III

	Very Satisfied	Mildly Satisfied	Neutral	Mildly Dissatisfied	Very Dissatisfied	No Reply
1. The conference in general.....	71	25	1	1		
2. Availability of the consultants.....	81	14	2	1		2
3. Interaction with the consultants.....	71	24	4	1		1
4. Organization of the conference.....	52	34	11	2		1
5. Usefulness of the materials provided..	67	23	3	2		
6. Balance between instruction sessions (i.e., presentations by speakers) and writing sessions.....	41	42	9	3		1
7. Usefulness of instructional sessions in formulating your written plan.....	46	36	2	7	1	2
8. Other (specify).....	2			2		
9. ----------						

As can be seen from these tables, the vast majority of ratings for the seven major factors fell into the Very Satisfied or Mildly Satisfied categories. In only a few instances did more than ten per cent of the respondents indicate a neutral or negative attitude toward specific aspects of the training. The highest ratings were consistently assigned to the availability of consultants, individual and team interaction with consultants, and the usefulness of the materials provided. Somewhat lower but nevertheless positive ratings were assigned to the amount of balance between instructional and writing sessions, and the usefulness of the instructional sessions in formulating written plans.

In addition to the post-conference ratings, all participants were asked to indicate the follow-up services that they would like to receive from TEA and LTI. They also were asked to give brief statements regarding the things they liked best and least about each phase of the training. The results of these inquiries led to several specific recommendations that were submitted to LTI and TEA. Generally, these recommendations focused on the following concerns:

1. The need for a pre-training needs assessment to aid presenters in planning specific workshop activities and to make them aware of the present level of knowledge on the part of various individuals.

2. The need for assigned pre-training reading materials and accompanying reader's guides.

3. The need for cooperative (LTI/TEA) provision of requested follow-up services in accordance with each agency's resources.

4. The development of a dissemination network within TEA.

5. The need for "tried and true" materials or specific references to such materials.

6. The need for (a) more comfortable physical facilities, (b) a directory of participants, and (c) procedures that allow for the collective sharing of written plans.

III. Follow-Up of the 1976-1977 Training

In an effort to assess the overall impact of the 1976-1977 training and to provide direction for follow-up services and subsequent training, a questionnaire was mailed to each team leader at the conclusion of Phase III. A total of twenty-two questionnaires were returned. This response represented nineteen of the Educational Service Centers and three other state teams that participated in the training. Table 5 summarizes the progress that each of the teams had made in the development of their written plans. As can be seen from this Table, most of the teams had submitted their plans or were in the process of revising

Table 5

Progress on Written Plans

	Submitted to TEA	Completed	First Draft Written	Revision Being Written
Written Procedural Plan	18		1	2
Outline for Model Program	16		1	1
Identification Procedures	15		4	2
Evaluation Design	14		3	3
Inservice Principles/Guidelines	12	1	3	5
Curriculum Principles/Guidelines	12	1	4	5

their plans for submission. The same progress was reported for the development of an outline for a model program, the development of identification procedures, and the development of an evaluation design. Although only approximately one-half of the respondents had submitted in-service and/or curriculum principles (or guidelines), these activities were not undertaken until the latter part of the training program and several teams indicated that these writing projects were underway.

Fourteen of the respondents indicated that their plans had been developed primarily for the region serviced by the ESC's while eight persons reported developing plans primarily for local school districts. Eighteen of the respondents indicated that they planned to disseminate the plan within their region during 1977-1978. In some cases, dissemination was being delayed until revised plans are prepared. Eight regions have already conducted needs assessments within their areas and an equal

number plan to carry out this activity in 1977-1978. Some of the major needs that resulted from these assessments are as follows:

1. Assistance in development of identification
2. Devices and curriculum for culturally and linguistically different G/T
3. Development of bibliography of all pertinent materials in G/T education
4. Curriculum materials
5. Activities, games, ideas, materials for use with teachers
6. Inservice ideas for use with teachers
7. Listing or directory of programs and descriptions in the state
8. Technical assistance for our Pilot Project
9. Training program for new schools who may want to begin G/T program
10. Training and ideas in community education (Parent-teacher communication/relationship on G/T)
11. Lists of resource materials
12. Funding sources
13. Information concerning activities going on at other service centers
14. A resource guide detailing human and material resources around the state
15. Availability of an instructional materials center displaying both commercial and locally produced instructional material
16. Teaching strategies seminar
17. Management systems for G/T programs
18. Identification of teacher qualifications for G/T work
19. Sites identified where exemplary G/T programs may be observed in Texas and out of state
20. In-service training in curriculum development dealing with each of the areas of G/T

21. Visitation by teams to some successful programs in operation in Texas which might serve as model programs

22. Continuation of the Austin meetings--they have been most beneficial

23. Statewide public awareness effort to emphasize need for G/T programs

24. Informative brochure defining G/T, describing program alternatives, and identifying resources available for implementing G/T programs, particularly those resources within the state

25. Identification and description of operating programs

26. Identification of funding sources

27. Copies of relevant research on program prototypes, administrative structures, psychological variables, social variables, emotional variables, educational variables

28. Dissemination about local programs

29. Training sessions for LEA and ESC staff (perhaps consortium format)

30. More publicity

31. Train team in specific teaching strategies

32. Provide support for Management Team training concept

33. Disseminate current G/T information

34. Consider hosting state conference on G/T after LEA programs have been implemented

35. Workshops on developing or selecting materials appropriate for G/T students

36. Organize a tour of gifted programs in Texas

The specific ways in which various teams have provided follow-up services within their regions are presented in Table 6. Ten of the teams indicated that they had disseminated or "advertised" the availability of services within their region.

Table 6

Follow-Up Services Provided Within Regions

	Presently Offering Services	Planning Future Services
Awareness Conference	11	10
Workshops for Teachers	12	4
Technical Assistance to School Districts	10	9
Development and Distribution of Materials	14	4
Program Planning and Implementation	1	1

The respondents were asked to list the services that they would like to receive from TEA during the next twelve months. A summarized categorical list is as follows:

1. Dissemination of Information (15)*
   a. Directory of programs available for visitation
   b. Bibliography of "tried and true" materials
   c. Instructional materials centers
   d. Guide to state resources
   e. Program development brochures
2. Local In-Service (12)
   a. Teaching strategies
   b. Curriculum development
   c. Identification

*Numbers in parentheses indicate number of responses in this category.

3. Technical Assistance (8)

   a. Development of new and pilot projects

   b. Management systems

   c. Early identification

4. Awareness and Advocacy (4)

   a. Statewide: needs of the gifted and talented

   b. Communication within the local community

5. Specialized Materials (5)

   a. Culturally different

   b. Field tested curriculum packages

   c. Teacher competencies

   d. Interim activities while programs are being developed (3)

6. Funding

A question was also raised about the major themes and topics that participants would like to have included in the training program for 1977-1978. A summarized and categorical list is as follows:

1. Curriculum and Materials Development (10)

   a. Sample curricula and resources in such areas as:

      - performing arts
      - psychomotor development
      - leadership
      - student objectives

2. Staff Development (7)

   a. Teaching strategies in such areas as:

      - mini-courses
      - inquiry training
      - independent study

3. Technical Assistance (4)

   a. Program management models

   b. "How-to" for administrators

4. Identification (5)

   a. Available resources with special emphasis on:

      - "regular classroom"

      - culturally different

      - influence of developmental theory

5. Research (6)

   a. Learning theory: early childhood

   b. Culturally different

   c. Promising practices

6. Dissemination of Information (5)

   a. Model

   b. Detailed descriptions of exemplary programs

   c. Service centers available for small and/or rural districts

   d. What's new in gifted and talented

7. Awareness and Advocacy (6)

   a. Program justification

   b. Development of parent/community advocacy groups

8. Evaluation (3)

   a. Resources

   b. Provision for input from:

      - teachers

      - students

      - parents

A final inquiry related to the ideas and suggestions that participants might have with regard to improving education for gifted and talented students in the State of Texas. Listed below is a summarized and categorical compilation of the responses to this question:

1. Dissemination of Materials and Information (16)
   a. Cooperative dissemination center to provide:
      - "no fail" materials
      - staff development
      - research
   b. State consulting team to aid LEA's
   c. Conferences on gifted and talented
      - state
      - regional
      - summer
   d. Annotated directory of all gifted and talented programs for contact and visitation purposes
   e. Demonstration programs
   f. Specialized training in:
      - inquiry theory
      - Junior Great Books
      - enrichment activities
2. Awareness and Advocacy (6)
   a. Multi-media public relations
   b. Workshops for classroom teachers
3. Specific Provisions (3)
   a. Funding
   b. Governor's program for high school gifted and talented

4. Gifted and Talented Demonstrations At the "Outstanding Practices" Program Each Year in Texas (1)

5. Develop a Statewide Newsletter (1)

6. Referral Service for Teachers/Administrators To Use When They Have Gifted and Talented Students With Special Needs Not Being Met By Program (1)

IV. Conclusions and Recommendations

The information presented in the preceding sections of this report leads to two general conclusions.

First, the first year's training provided by the LTI was a highly successful endeavor that resulted in the development of an extremely committed cadre of leadership persons that are dedicated to the task of promoting education for gifted and talented students throughout the State of Texas. In a relatively short period of time these persons gained a large amount of knowledge about all aspects of programming for the gifted and talented and were able to integrate this knowledge into a series of comprehensive written plans that are designed to serve regions and individual school districts throughout the State. The second conclusion relates to the actual application of this knowledge and the implementation of positive steps that are designed to help make the written plans viable documents for program development. The follow-up questionnaire indicated that many positive steps have already been taken to provide services in the respective regions and that in instances where implementation has not yet begun, plans are underway for more active dissemination and program development activities during the 1977-1978 school year. Thus, the training provided during the first three phases of the leadership training is beginning to have an impact and will continue to stimulate program development in the years ahead.

Although the results of this evaluation are highly favorable and several steps have, in fact, been taken to use the evaluation information in further training that will be provided during the 1977-1978 school year, a number of specific recommendations are warranted by the evaluative findings. These recommendations are as follows:

1. TEA and LTI should assist Educational Service Center personnel in the planning and implementation of at least one major conference on education for the gifted and talented in the respective regions. These conferences should place major emphasis on (a) increasing awareness about the need for programs to serve this segment of the school population; (b) disseminating practical materials on identification, teaching strategies, and program evaluation; and (c) providing local school districts with technical assistance in the development of gifted program proposals that can be submitted to boards of education in an effort to obtain local support.

2. A sub-group within the persons involved in leadership training should be formed with the specific responsibility of (a) generating greater public awareness and support throughout the State through the use of media; and (b) serving as a legislative task force that will help to bring about the enactment of a state supported reimbursement program that will provide direct aid to school districts implementing services for gifted and talented students, aid to the Educational Service Centers for the support of personnel who will provide services to school districts, and support for additional personnel at the Texas Education Agency.

3. The TEA should take steps to develop a statewide and regional information dissemination network that will be responsible for the collection and dissemination of three major categories of materials, these categories being: the identification of gifted and talented students, curricular materials and teaching strategies that are relatively appropriate for this population, and materials related to various aspects of program development such as program prototypes, teacher selection and training, program evaluation, and the development of community as well as general faculty support. Special effort should be made to include materials that relate to the needs of culturally different and bilingual youngsters.

4. The TEA should take steps to contact policy making individuals at the major institutions of higher education throughout the State of Texas. These persons should be provided with information about the dimensions of the gifted child movement within the State and the needs that exist so far as teacher training is concerned. The TEA should also seek assistance from the LTI in helping these institutions to develop courses, internship and practicum experiences, and total training programs

that are designed to prepare teachers and administrative personnel for service in programs for the gifted and talented. In view of the vast amount of territory to be covered and the rural isolation of many school districts and teachers, it is further recommended that the creative use of media and in-service training through televised courses be considered. It is also recommended that correspondence courses that make use of materials such as Treffinger and Curl's Self-Directed Study Guide on the Education of the Gifted and Talented, be used in bringing services to persons who cannot easily travel great distances to participate in college or university courses. Finally, in this regard, it is recommended that some of the colleges and universities be urged to conduct summer workshops and institutes that are designed to accommodate teachers who are unable to participate in training programs during the academic year.

5. In view of the important role played by parents in helping to bring about positive action in this area of special education, it is recommended that a sub-group be formed within the persons participating in leadership training with the specific purpose of helping to organize parents within the respective regions and promote the development of a statewide parent group.

6. Since one of the most effective means for increasing professional and public awareness is to "reach out" to new publics, it is recommended that the TEA prepare a long range plan for interaction with other professional organizations throughout the State. This plan should include the names, contact persons, and scheduled meetings of professional organizations such as the state library association, the state curriculum development group, the state guidance counselors group, etc. Efforts should be made to arrange for appropriate sessions and presentations at these meetings and the availability of materials, technical assistance, and follow-up services by ESC personnel should be emphasized. Furthermore, this plan should include information about each of the professional organizations' dissemination vehicles such as journals, newsletters, and other means of communicating with their membership. Steps should be taken to prepare brief but highly informative dissemination information that can be submitted for inclusion in the dissemination vehicles. Finally, representatives from the various professional organizations should be invited to participate in State and/or regional conferences on the education of the gifted and talented.

Educational Programs for G/T Students
Texas Education Agency

TEXAS LEADERSHIP TRAINING INSTITUTE
ON THE EDUCATION OF THE GIFTED AND TALENTED

Follow-Up Questionnaire

DIRECTIONS: Listed below are several questions related to the Texas LTI in which you participated. Your assistance will help us to determine the effectiveness of our efforts and our plans for future training and, therefore, we would like to urge you to complete and return the questionnaire as soon as possible, and no later than July 15. Please feel free to add any comments that will be useful to us.

1. Region _____ Education Service Center

2. Your Position (Job) Title _____

3. Please check the LTI phases you attended. ___I ___II ___III

4. Demographic nature of the population served by your region. Approximate Per Cent

Urban	_____%
Suburban	_____%
Rural	_____%

5. Please indicate the progress your team has made on the written plan and each addendum by checking the appropriate space.

	Completed and submitted to TEA	Completed	First draft is being written	Revised version is being written
Written procedural plan	_____	_____	_____	_____
Outline for a model program	_____	_____	_____	_____
Identification procedures	_____	_____	_____	_____
Evaluation design	_____	_____	_____	_____
Inservice principles/guidelines	_____	_____	_____	_____
Curriculum principles/guidelines	_____	_____	_____	_____

6. Was your written plan developed primarily for: LEA _____ ESC____.

7. For what period of time has your written plan been developed
   1 year ___
   2 years ___
   3 years ___
   4 years ___
   5 years ___

8. Has your team identified at least one school district in which your plan will be implemented? Yes ____ No ____

   If yes, which district? _____

   If more than one district, please list. _____

9. Has your center made plans to disseminate the first draft of your written plan in your region during the 1977-78 school year? Yes ____ No ____

   If no, does your center prefer to wait until the plan has been repaid during the 1977-78 project year? Yes ____ No ____

10. Has your team conducted a needs assessment of local school systems? Yes ____ No ____

    If yes, please describe the major needs that have resulted from this assessment.

    _____

    _____

    _____

    _____

    _____

    If no, are you planning to conduct a needs assessment? Yes ____ No ____

    Anticipated date _____

11. Please indicate the specific way in which your team has provided follow-up services (based on your LTI training) in your region by checking the appropriate spaces:

			If No, do you plan to offer this service in the future?		Anticipated Dates
Awareness Conference	Yes ___	No ___	Yes ___	No ___	_____
Workshops for Teachers	Yes ___	No ___	Yes ___	No ___	_____
Technical Assistance to School Districts	Yes ___	No ___	Yes ___	No ___	_____
Development and Distribution of materials	Yes ___	No ___	Yes ___	No ___	_____
Other (Specify) _____	Yes ___	No ___	Yes ___	No ___	_____
_____	Yes ___	No ___	Yes ___	No ___	_____
_____	Yes ___	No ___	Yes ___	No ___	_____

(Please describe services on the back of this page.)

12. Has your team disseminated or "advertised" the availability of services within your region? Yes ___ No ___

If No, do you plan to do so? Yes ___ No ___
Anticipated date _____

13. Please list the major services that you would like from the TEA during the next 12 months.

_____
_____
_____
_____
_____
_____

14. Please list the major themes or topics that you would like to be included in the LTI training for the next year.

_____
_____
_____
_____
_____
_____

15. On another page, please list any and all ideas/suggestions that you feel will help to improve the education of gifted and talented children in the State of Texas. BE CREATIVE...and Thanks for your wonderful cooperation in this and earlier evaluation forms.

FINAL REPORT

for the

1977-1978 Training Period

TEXAS LEADERSHIP TRAINING INSTITUTE ON THE
EDUCATION OF THE GIFTED AND TALENTED

Conducted by the National/State-Leadership Training
Institute-Gifted/Talented

Sponsored by The Texas Education Agency

Prepared by

Joseph S. Renzulli
Bureau of Educational Research
University of Connecticut
Storrs, Connecticut

August 1, 1978

I. Overview

This report is the fourth and final section of a year long evaluation study dealing with the training of leadership personnel in the State of Texas. This training was sponsored by the Texas Education Agency (TEA) under the leadership of Ann Shaw and was carried out by The National/State Leadership Training Institute for the Gifted and Talented (N/S-LTI-G/T) under the direction of Irving S. Sato. The first three sections of the report focused upon specific training activities and were submitted to TEA and LTI shortly after the conclusion of each phase of the training activities. Copies of these earlier reports are on file at the TEA and may be obtained by contacting Ann Shaw, Program Director for Gifted and Talented Students.

This final section of the 1977-1978 report will focus on implementation and dissemination activities that were carried out in each of the 20 Educational Service Center (ESC) regions throughout the State. The report is based on data obtained from Regional Plans that were submitted to TEA and the results of a Summary Information Form that was completed by each ESC in June, 1978.

II. Regional Plans

The first and perhaps most important outcome of the LTI training effort in Texas was the development of a series of regional plans that are designed to serve as guides for the implementation of services to gifted and talented children. The plans generally consist of two types. The majority deal with procedures for region-wide services; some of the plans deal with model program development in local educational

agencies; and eight of the plans consist of a combination of the above approaches. The plans have been developed over a two year period and each one has gone through several stages of revision and refinement. As the two year training effort progressed, new material was entered into the plans or included in appendices. Thus, the plans represent a developmental approach that reflects the growing maturity of persons who participated in the statewide training effort.

A summary of the status of the regional plans is presented in Table 1. As can be noted in this table, thirteen plans have been completed, six are in the process of being revised, and one region has not yet reported on the status of their accomplishments to date (7/20/78).* Dissemination activities have already been carried out in many of the regions or are in the process of being implemented in the Fall of 1978.

The evaluator has reviewed fourteen of the regional plans and several other documents related to the statewide effort. Although these plans vary in degrees of completeness and comprehensiveness, they represent a very impressive effort on the parts of their writers. Perhaps the most notable feature of the plans is the integration and practical application of vast amounts of technical information that was provided during the training sessions. The developers of the plans have carefully analyzed the needs within their respective regions and local educational agencies and translated the theoretical and practical aspects of the training into excellent and highly useful documents. Most of the plans contain position statements, definitions of terms, identification procedures and related instrumentation and guidelines for program development. Statements of need, goals, and primary populations to be served are included. This last category frequently reflects the needs of special

*Information forwarded to Texas Education Agency (7/21/78).

Table 1

Status of Regional Plans On the
Education of the Gifted and Talented

ESC	Description	Status	Dissemination
I	ESC regional plan with model LEA plan (Mission CISD)	Completed	May 1978
II	ESC regional plan with model LEA plans (Alice ISD, Corpus Christi ISD)	Completed	Upon request
III	Model LEA plan (Victoria CISD)	Completed	Fall 1978
IV	ESC regional plan with model LEA plans (Alice ISD, Cypress-Fairbanks ISD, Dayton ISD, Friendswood ISD)	Completed	Fall 1978
V	ESC regional plan	Revision in process	
VI	Model LEA plan (Bryan ISD)	Completed	
VII	ESC regional plan with model LEA plan (Longview ISD)	Completed	November 1977
VIII	ESC regional plan	Revision in process	August 1978
IX	ESC regional plan	Revision in process	Fall 1978
X	ESC regional plan	Completed	Upon request
XI	ESC regional plan with model LEA plans (Birdville ISD, Arlington ISD)	Completed	
XII	ESC regional plan with model LEA plan (Copperas Cove ISD)	Completed	Upon request
XIII	ESC regional plan	Revision in process	May 1978
XIV	ESC Regional plan*	Completed	Upon request
XV	ESC regional plan	Completed	
XVI	ESC regional plan	First draft completed	
XVII	ESC regional plan	Completed	January 1978
XVIII	ESC regional plan with model LEA plan (Ft. Stockton ISD)	Completed	Upon request
XIX	ESC regional plan with model LEA plan	Completed	September 1978
XX	ESC regional plan	Revision in process	Fall 1978

*Information forwarded to Texas Education Agency (7/21/78).

populations such as handicapped gifted, educationally disadvantaged, minority group members, rural youngsters, and gifted and talented females. The documents also deal with evaluation designs, inservice guidelines and guidelines for curriculum developement. All in all, the plans represent a carefully developed series of action plans that are and will continue to serve as guides for the improvement of services to gifted and talented students throughout the State of Texas.

III. Regional Activities

Participants in the LTI training effort have spent several hundred person-days in various phases of training that began on December 12, 1976 and ended on May 17, 1978. The major activity was developing the regional plans discussed above and to date the following progress has been reported:

Plan Completed	13 (Regions)
Completed an Exemplary Plan for Local District(s)	8
Plan Reviewed and Critiqued by N/S-LTI-G/T	15
Plan Revised and Completed	12
Plan is in the Process of Revision	3
Plan has been disseminated to Local Schools	5
Plan has been Shared with Other ESC's	13

Two additional activities on the part of ESC personnel have consisted of developing a Handbook for Texas Teachers and a Directory of Texas Programs for the Gifted and Talented. Twenty-two persons

have participated in the development of the Handbook and six persons have compiled the Directory. (Note: At the time of this writing, these products have not been received by the evaluator.)

One of the major activities pursued by participants has been the dissemination of information and materials to educational personnel within their respective regions. An assessment of these procedures was conducted by means of two questionnaires. Table 2 presents the results of dissemination activities by region. Table 3 parovides a similar analysis of these activities, however, in this table the data are classified according to the time period during which specific dissemination activities took place.

Some of the entries in these tables may be duplications and several of the activities that were reported for the respective quarterly periods of the two years covered by the questionnaire were also reported as on-going activities. The figures are presented in an effort to show trends in the extent and diversity of activities and are not intended to be mutually exclusive data. As can be seen from these tables, numerous types of services have been provided over a two year period and it is clearly evident that the training described in earlier sections of this evaluation report are having a "pay off" so far as delivery of services to LEA's is concerned.

By way of summary, the training provided for leadership personnel in the area of education for the gifted and talented in the State of Texas has been a highly influential endeavor. Several types of technical assistance have been provided in almost every region of the State and a cadre of professionals has been trained that will continue to

Table 2

Educational Service Center Activities by Region

January 1, 1977-March 1, 1978

		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
1.	How many school districts are served by the education service center (ESC)?	41	44	43	54	31	62	112	56	40	81	81	82	64	55	48	74	65	36	12	50
2.	Has the ESC conducted a study of local school district needs within the region? When?	Yes 2/78	Yes 1/78	Yes 12/77	No	Yes 9/77	Yes 3/77	Yes 1/77	Yes 5/76	No	Yes 4/76-5/76	Yes 12/77	Yes 5/76	Yes thru 77-78	No	Yes +4/76 •1/78	Yes 4/77	Yes 5/77	Yes 75-76	Yes 1/78	Yes 10/77
3.	How many districts participated in the needs assessment study?	41	25	23		15	62	112	51		81	47	66	31		62	20	65	25	12	50
4.	How many districts identified programs for the G/T as a major need?	21	4	7		9	37	75			69	21	12	29		14+	19	12	25	10	
5.	If the needs were prioritized, how did the districts rank education of the G/T as a major area of concern?	2	not pri-ori-tized	not pri-ori-tized		2	4		not pri-ori-tized		1	7	16	not pri-ori-tized		4 + not pri-ori-tized	1	high	2	3	6
6.	Since January 1, 1977, how many requests for information and resources related to gifted education were received by the ESC?	10	20	50	12	23	6	123	6	1	44	35	35	81	5	11	21	24	47	12	156
7.	How many awareness sessions on the education of the G/T were provided by the ESC?	1	9	8	8	1	1	17	1		19	50+	4	52	5	1	5	2	7	7	3
8.	How many training sessions or workshops on gifted education were conducted?	2	5	2	5	2		5	1		20	50+	7	30		1	2	4	14	7	1
9.	How many requests for consultation or technical assistance in gifted education were received?	3	12	6	8	5	1	48	6	1	45	35	20	75	1	13	7	19	10	10	8
10.	How many school districts received consultation or technical assistance from the ESC?	3	6	2	8	9		12	6	1	45	25	2	28	1	2	6	6	10	10	8

Table 3

Educational Service Center Activities by Year

	Activities	1976-1977	1977-1978	Total	On-Going
1.	Reviewed literature/compiled materials for dissemination.	24	31	55	55
2.	Developed/created resource materials for G/T education.	19	29	48	48
3.	Conducted awareness session(s).	61	68	129	34
4.	Conducted inservice workshop(s).	31	67	98	14
5.	Provided planning session(s)/ technical assistance for LEAs.	41	65	109	13
6.	Developed/refined project products.	19	22	41	41
7.	Developed G/T project proposal	7	18	25	9
8.	Assisted LEA in developing G/T project proposal.	11	34	45	7
9.	Established/worked with task force or advisory council.	7	13	20	4
10.	Attended conference/workshop on G/T.	30	42	72	10
11.	Visited model program(s).	4	16	20	11
12.	Assisted parent group/organization.	6	8	14	1

deliver these services in the years ahead. The data reported above and the high quality of the written plans discussed earlier lead to the conclusion that the LTI training effort has been highly successful. This success is especially noteworthy in view of the extremely large number of persons that have been effected by the training and the large geographic area that has been covered.

Gifted and talented students throughout the State of Texas are benefiting and will continue to benefit from this training effort. The ultimate goal of the training program has been to increase services to a particular student population. Although it will take many years for all gifted children to receive the type of educational programs that are commensurate with their individual needs and abilities, the activities undertaken during the past two years have already had an extremely large impact.

APPENDIX C

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

Model School Programs

EDUCATION SERVICE CENTER	MODEL PROGRAM SITE	
	1976-77	1977-78
Region I	Mission CISD	Mission CISD
Region II	Alice ISD Corpus Christi ISD	Alice ISD Corpus Christi ISD Kingsville ISD
Region III	Victoria CISD	Victoria CISD
Region IV	Alief ISD	Alief ISD Cypress-Fairbanks ISD Dayton ISD Friendswood ISD
Region V	West Orange-Cove CISD	West Orange-Cove CISD
Region VI	Bryan ISD	Bryan ISD
Region VII	Carthage ISD Longview ISD	Carthage ISD Longview ISD
Region VIII	Paris ISD Texarkana ISD	Paris ISD Texarkana ISD
Region IX	Seymour RHSD Wichita Falls ISD	Wichita Falls ISD

EDUCATION SERVICE CENTER	MODEL PROGRAM SITE	
	1976-77	1977-78
Region XI	Arlington ISD Birdville ISD Stephenville ISD	Arlington ISD Birdville ISD
Region XII	Copperas Cove ISD	Copperas Cove ISD
Region XIV	Abilene ISD	
Region XV	Brownwood ISD	
Region XVI	Amarillo ISD	
Region XVIII	Ft. Stockton ISD	Ft. Stockton ISD
Region XIX		Dell City ISD
Region XX		Alamo Heights ISD

APPENDIX D

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

Objectives of the Texas Leadership Training Institute on the Education of the Gifted and Talented

PHASE I - Program Planning for the Gifted (5 days)

1. To receive an overview of gifted education, including the essential elements of effective programming for gifted/talented students.
2. To develop a written plan for a program for gifted/talented students at the regional/district level.
3. To learn about strategies and materials for teachers to use in working with gifted/talented students and their parents.
4. To become familiar with various kinds of available resources.
5. To design specific strategies for follow-up to Phase I of the Texas Institute in terms of content, time structure, program implementation, dissemination.

PHASE II - Identification Procedures and Evaluation Design (2 days)

1. To receive input about appropriate procedures for identifying gifted/talented students and effective models for evaluating program and pupil progress.
2. To work with consultants on continued development and refinement of the regional plans and produce addenda on identification and evaluation for the written plans.

PHASE III - Curriculum Development, Teaching Strategies, Inservice (2 days)

1. To receive input on principles of curriculum development, teaching/learning strategies, and inservice education for teachers of the gifted.
2. To work with consultants on refining the written plans and develop addenda on curriculum and inservice.

PHASE III EXTENSION - Project Assessment and Planning (2 days); Differentiated Curriculum, Teaching Strategies, Product Development (3 days)

1. To receive participants' input in making concrete plans for the 1977-78 Texas Leadership Training Institute workshops (Phases IV and V).

2. To assess progress and exchange information about events and accomplishments of the regions.

3. To increase the competencies of the regional teams to make presentations and to conduct workshops on the education of the gifted/talented.

4. To assess the status of the regional procedural plans and to develop the plans more fully.

5. To orient Agency staff on the national status of gifted/talented programs, including what is happening in other states, and the key elements of programs for the gifted.

6. To outline procedures for the development of the handbook for teachers and the directory of Texas programs.

PHASE IV - Curriculum, Teaching Strategies, Product Development (3 days)

1. To update and extend the regional plans as needed.

2. To receive additional input on curriculum and teaching strategies in order to further perfect the training skills of team members.

3. To continue the development of the 1977-78 products, a handbook for Texas teachers and a directory of Texas programs.

PHASE V - Training Skills/Models and Product Development (3 days)

1. To conduct some clarification/extension sessions on various areas of gifted/talented education, as requested by Texas Institute participants.

2. To share some considerations basic to conducting effective inservice training.

3. To give status reports on and receive final suggestions for products developed in 1977-78.

APPENDIX E

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT PRODUCTS

1. EDUCATION OF THE GIFTED AND TALENTED: REGIONAL PLANS FOR DESIGNING AND IMPLEMENTING EXEMPLARY PROGRAMS IN LOCAL SCHOOL DISTRICTS

As a major activity of the Texas Regional Leadership Clusters Project, the 20 education service center (ESC) teams of the State developed written procedural plans for implementing programs for the gifted and talented. The plans were produced during project training sessions in 1976-1977 and were further refined in 1977-1978. Each regional plan includes an outline of a model school program with addenda on identification, evaluation, curriculum, and inservice. The plans are to serve as guides for local districts in planning programs for the gifted/talented.

The education service centers used two approaches in the development of the regional plans:

1. Some ESC plans are regional plans for assisting interested local school districts within the region in the development of programs for the gifted/talented.

2. Other ESC plans are exemplary plans for a local district program to serve as a "model" for other schools of the region in designing and implementing a program for the gifted/talented.

2. EDUCATION OF THE GIFTED AND TALENTED: A HANDBOOK FOR TEXAS TEACHERS

A second major product developed by trainees of the Texas Regional Leadership Clusters Project is a Handbook for Texas Teachers of gifted/talented students. The handbook was developed in first-draft form in 1977-1978. It is to be pilot tested in training sessions offered by the education service center teams for local district personnel in 1978-1979.

The handbook contains knowledge/research on the gifted and talented with examples from Texas programs. It will serve three major purposes: (1) a resource for staff development, (2) a practical tool for classroom teachers and principals, (3) a guide for developing and implementing a gifted/talented instructional program.

3. EDUCATION OF THE GIFTED AND TALENTED: A DIRECTORY OF TEXAS PROGRAMS

The Directory of Texas Programs was planned as a resource to respond to the many requests of educators for information about established

programs for gifted and talented students within the state. It was developed in first-draft form by a task force of the Regional Leadership Clusters Project in 1977-1978. The directory is to be introduced and pilot tested in training sessions conducted by education service center teams for local school personnel in 1978-1979.

The task force designed and tested a questionnaire which was sent to approximately 60 local districts with on-going programs for gifted/talented students:

1. Schools with programs developed with ESEA, Title IV-C grants.

2. Schools with model programs developed in cooperation with the Regional Leadership Clusters Project.

3. Other Texas schools with well-established programs.

The directory is a "what-is-happening" listing with information about programs initiated no later than the beginning of the 1977-1978 school year. The programs submitted were not evaluated; the questionnaires, as completed by the districts, were reproduced in the directory.

The directory also provides information about the key elements of a qualitatively differentiated program for the gifted/talented and guidelines for program observation.

APPENDIX F

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

Questionnaire for the Directory of Texas Programs

EDUCATION OF THE GIFTED AND TALENTED: A DIRECTORY OF TEXAS PROGRAMS

GIFTED/TALENTED PROGRAM INFORMATION FORM

INSTRUCTIONS FOR COMPLETING THE FORM

Texas Education Agency

Educational Programs for Gifted/Talented Students

EDUCATION OF THE GIFTED AND TALENTED: A DIRECTORY OF TEXAS PROGRAMS

GIFTED/TALENTED PROGRAM INFORMATION FORM

I. DISTRICT INFORMATION

Name of District _____

Name of Superintendent _____

Mailing Address _____

_____
City, State and Zip Code

Contact Person _____ Title _____

Telephone Number AC / _____

II. GENERAL PROGRAM INFORMATION

1. Title of Program _____

2. Area(s) of Giftedness Addressed: (Please check all that apply)

___ General intellectual ability
___ Specific academic aptitude
___ Creative or productive thinking
___ Visual and performing arts
___ Leadership ability
___ Psychomotor ability

3. Target Population and Number Served:

Grade Level K 1 2 3 4 5 6 7 8 9 10 11 12

Number ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Total Number Gifted/Talented Students Served _____

Approximate Percentage of Target Population _____

4. Program Initiated: _____ (Month) _____ (Year)

5. Written Procedural Plan Developed: _____ YES _____ NO

6. Program Description: (Paragraph)

7. Program Goals: (Major Objectives)

8. Student Screening/Identification Procedures: (Please check all items which apply)

Nomination

___ By Teachers
___ By Principals
___ By Parents
___ By Peers
___ By Community
___ By Others (List)

Tests

___ Group Intelligence Test
___ Standardized Achievement Test
___ Individual Intelligence Test
___ Creativity Test
___ Other Tests (List)

___ Behavioral Checklists
___ Pupil Performance/Products
___ Judgments by Experts
___ Autobiographies
___ Interviews

___ Other (Please describe) _____

9. Program Prototype (Organizational Pattern): (Please check all appropriate elements)

Grouping

___ Cluster grouping
___ Special class
___ Multi-age grouping
___ Mini-course
___ Seminar
___ Summer session
___ Other

Acceleration

___ Independent study
___ Advanced classes
___ Early entrance
___ Supplemental learning kits
___ Accelerated subject-matter units
___ Individualized education plan
___ Other

Guidance

___ Individual/small group counseling
___ Career exploration workshops/internships
___ Mentors
___ Tutors
___ Special interest course/club
___ Group discussion
___ Other

If you checked "Other," please describe briefly _____

_____

10. Student Involvement: (Provide campus name and numbers)

Campus Name	Grade Level	No. Pupils in Grade	No. Pupils in Program	Hours per Student per Week	Professional Personnel in G/T Program		Support Personnel in G/T Program	
					Reg.	Add.	Reg.	Add.

11. Funding:

Sources of funds for gifted/talented program: (Please check all that apply)

Local ___ State ___ Federal ___ Other (explain) _____

Annual average per pupil cost for regular instructional program _____

Annual average per pupil start-up cost for gifted/talented programs _____

Annual average per pupil maintenance cost for gifted/talented program _____

III. IMPLEMENTATION STRATEGIES

1. Please indicate the involvement and level of participation of each group by putting a check in the appropriate box. In addition, place an X in the box if you have developed descriptive materials for the category.

	Administrators	Teachers	Parents	Students	Community Members
Awareness					
Planning					
Implementation					
Evaluation					
Dissemination					

If others have been involved, please describe _____

_____

2. Briefly explain how instruction for gifted/talented students is qualitatively differentiated from instruction for other students in:

Content:

Process:

Product:

Environment:

3. List/identify any curricular materials developed:

4. Briefly describe the evaluation design:

IV. VISITATION

Would you receive visitors by appointment? _____ YES _____ NO

EDUCATION OF THE GIFTED AND TALENTED: A DIRECTORY OF TEXAS PROGRAMS

INSTRUCTIONS FOR COMPLETING

GIFTED/TALENTED PROGRAM INFORMATION FORM

I. DISTRICT INFORMATION. Please complete a separate form for each gifted/talented program prototype operating within the district. All campuses operating programs based on the same prototype should be listed on a single form. (The chart given in Question II, 10, provides for this.)

The contact person is the individual designated by the superintendent to respond to requests for information and/or visitation privileges from other districts.

II. GENERAL PROGRAM INFORMATION. (The numbers of the explanations or directions which follow correspond to the numbers on the information form.)

1. If the title is an acronym, please explain.

2. The areas of giftedness listed are the six broad categories of the U. S. Office of Education definition. Indicate the area(s) your program addresses.

3. Target population refers to grade level(s) included in your program. Indicate this by showing the number at each level in the blanks below each grade. Providing the total is an aid to the reader of the directory. Since there is much discussion of percentage (2%, 3%, 5%, etc.) of student population included in the program, please include an approximation of that also.

4. By indicating when the program was initiated, the reader of the directory will see how long the program has been in operation.

5. A written procedural plan is an overall design for implementing a program, perhaps in stages over a number of years. It ordinarily includes:

   - philosophy, rationale, and/or position statement
   - planning activities (assessment of need, research and review of literature and programs, etc.)
   - district definition of gifted and talented students
   - goals and objectives
   - identification procedures

- outline of program
- curriculum design and teaching strategies
- evaluation design
- inservice plans
- budgetary considerations
- strategies for change/communication strategies

6. The program description is an abstract or brief overview of the prototype. It answers the questions: what, who, how.

7. List the major program goals or objectives.

8. Check any procedures or measures used by your district in screening and identifying gifted/talented students for the program.

9. A gifted/talented program prototype is an organizational or administrative pattern which provides the setting for learning. It is a weaving of various components or elements. Enrichment is the basis of any type of program; therefore, it is not listed as an element. Grouping, acceleration, and guidance are broad categories under which are listed a variety of approaches or examples. Please check any elements which are appropriate descriptors of your program. Also add any other elements you believe necessary to adequately describe your program.

10. As you provide information about student involvement or participation, please observe the following suggestions:

    a. Campus Name - Give the name of each school that offers a gifted/talented program of the prototype described in the form.

    b. Grade Level - List only the grade levels participating in the program.

    c. Numbers of Pupils in Grade - Give the total number of all students in each grade level targeted by the program.

    d. Number of Pupils in Program - Give only the number of gifted/talented students participating in the program at each grade level.

    e. Hours per Student per Week - Give the number of hours per week each gifted/talented student spends in the gifted/talented program.

    f. Professional Personnel in G/T Program - List the total number of of professional staff members for each campus involved in the gifted/talented program. The number requested is by campus, not by grade level. Regular gifted/talented staff are those assigned from foundation allocation to the district. Additional gifted/talented staff are extra staff members hired explicitly for the G/T program.

g. Support Personnel - See instructions for professional personnel (f). Provide numbers by campus, not by grade levels.

11. Under funding, please indicate each source from which funds are drawn to support the gifted/talented program. The annual average per pupil cost in each of three categories should reflect the last total school year completed. If the figures are not available due to program implementation date, please state "In process."

III. IMPLEMENTATION STRATEGIES.

1. In order to indicate groups participating in program awareness, planning, implementation, evaluation, and dissemination, check (✔) all that apply. If you have developed written materials describing involvement activities, please place and X beside the check (✔-X).

2. Ordinarily, programming for gifted and talented students is differentiated in four major categories from that of instruction for other students. . .in content (the "what" you teach), in process (the "how" you teach, the methods and activities, the teaching/learning skills), in product (the "end result" of the effort, the student product), in environment (the "where" instruction takes place). Briefly describe or list ways your program differentiates for the gifted in each of these areas.

3. In describing your evaluation design, provide a general statement of your evaluation strategy. If a generally accepted evaluation model is being used in your program, please indicate which one. If your school has developed an evaluation model, list its key features.

IV. VISITATION. If visitors are welcome by appointment, please provide any additional information or suggestions for site visitations to your program.

APPENDIX G

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1978

Regional Plans on the Education of the Gifted/Talented

ESC	TITLE/DESCRIPTION	STATUS	AVAILABILITY	PRICE PER COPY
Region I	GIFTED AND TALENTED PROGRAM GUIDE GIFTED AND TALENTED PROGRAMMED GUIDE FOR TEACHER TRAINING (SOI MODEL) GIFTED AND TALENTED PROGRAM CURRICULUM GUIDE MIGRANT GIFTED PROJECT INFORMATION GUIDE	completed completed revision in process being compiled	upon request upon request May 1979 May 1979	$5.00 $5.00
Region II	ESC Regional Plan with Model LEA Plans for Alice ISD and Corpus Christi ISD	completed	upon request	
Region III	UTILIZING THE CREATIVE PROCESS: A LANGUAGE ARTS PROGRAM EMPHASIZING COMMUNITY INVOLVEMENT Eighth grade language arts program that provides opportunity for gifted and talented students in language arts to utilize communication skills in a variety of ways that provide for individualization of learning and fostering of creativity.	completed	upon request	$3.00
Region IV	ESC Regional Plan Model LEA Plan for Cypress-Fairbanks ISD Model LEA Plan for Friendswood ISD	completed revision in process revision in process	upon request Winter 1978-79 Spring 1979	$5.00 $3.00 $3.00
Region V	ESC Regional Plan with Model LEA Plan for West Orange-Cove CISD Academically gifted program for grades 4 and 5; presently developing grades 6 and 7. The regional plan is in the process of being redeveloped for the following reasons: (1) needs assessment survey input and (2) new ESC leadership resulting in a new attitude toward and support for G/T education.	revision in process		no charge

APPENDIX G

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1978

Regional Plans on the Education of the Gifted/Talented

ESC	TITLE/DESCRIPTION	STATUS	AVAILABILITY	PRICE PER COPY
Region VI	Model LEA Plan for Bryan ISD The Bryan ISD program includes a student enrichment program designed for gifted and talented students at the fifth and sixth grade schools. Emphasis is on the enrichment or expansion of selected areas of the regular curriculum, individual development, and the acquisition of productive thinking skills. The prototype for selected seventh grade students is basically one of enrichment in the Language Arts program. Some aspects of grouping, acceleration, and guidance are used. Selected participants will be grouped in special regular classes which replace the English and reading classes of the seventh grade curriculum.	completed	upon request	no charge
Region VII	GIFTED AND TALENTED PROCEDURAL PLAN ESC Regional Plan with Model LEA Plan for Longview ISD Describes a regional approach for inservice training in the area of identification, differentiated curriculum, program prototypes and evaluation. The Longview plan describes a program with gifted/talented as an alternative school.	completed	upon request	$11.25
Region VIII	ESC Regional Plan	completed	upon request	no charge
Region IX	ESC Regional Plan			

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APPENDIX G

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1978

Regional Plans on the Education of the Gifted/Talented

ESC	TITLE/DESCRIPTION	STATUS	AVAILABILITY	PRICE PER COPY
Region X	GIFTED AND TALENTED PROCEDURAL PLAN ESC Regional Plan Region 10's procedural plan includes statements of position and need, program goals, primary target population served and goals of Region 10. The appendices include a workable guide for districts to follow in setting up a gifted and talented program. An updated bibliography of Region 10's G/T materials is also added for a resources guide.	completed	upon request	$3.00
Region XI	EDUCATION SERVICE CENTER REGION XI PROCEDURAL MANUAL ESC Regional Plan with Model LEA Plans for Arlington ISD and Birdville ISD	completed	upon request	$15.00
Region XII	ESC Regional Plan with Model LEA Plan for Copperas Cove ISD	completed	upon request	no charge
Region XIII	ESC Regional Plan ESC XIII Gifted/Talented Program: 1. Offer awareness workshops throughout the year. 2. Provide in-depth training and technical assistance resulting in wirtten plans to interested LEAs. 3. Make available a professional library for interested clients. 4. STAR POWER: Self-paced, self-instructional training modules on providing for the Gifted/Talented. (CONTINUED)	completed, but in continual revision based on formative evaluations	upon request	no charge

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APPENDIX G

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1978

Regional Plans on the Education of the Gifted/Talented

ESC	TITLE/DESCRIPTION	STATUS	AVAILABILITY	PRICE PER COPY
Region XIII	Coming in 1978-79: (CONTINUED) 1. Continuation of above. 2. Grade level and subject area handbooks with model units. 3. Network of Demonstration Teachers available for observation, content and grade level workshops, and consultations on teaching the gifted. 4. Planning and Implementation Guide--Programs for the Gifted/Talented.			
Region XIV	ESC Regional Plan	completed	upon request	no charge
Region XV	ESC Regional Plan	completed	upon request	$3.00
Region XVI	ESC Regional Plan	completed	upon request	$1.50
Region XVII	Model LEA Plan for LEAs in Texas (any size district) Teacher Guide Staff Training Guide	completed completed completed	upon request upon request upon request	$30.00 set $15.00 $15.00
Region XVIII	ESC Regional Plan with Model LEA Plan for Ft. Stockton ISD	completed	upon request	$3.00
Region XIX	ESC Regional Plan with Model LEA Plan for Dell City ISD The district plan consists of a one-half day a week pull-out program involving grades 4-5 and 6-7. This is a small rural class "A" school district. The program was enacted by the school district's Board of Trustees.	completed	upon request	$2.75
Region XX	ESC Regional Plan			

APPENDIX H

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

REGIONAL PRESENTATIONS ON THE EDUCATION
OF THE GIFTED AND TALENTED

1976-77 Regional Presentations on the Education of the G/T

1977-78 Regional Presentations on the Education of the G/T

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
Region I Education Service Center Edinburg, TX Dr. Allen E. De Pagter	Awareness Session McAllen, TX 8/12/77	Dr. Allen E. De Pagter, Director Gifted/Talented Project Region I ESC Annabel Pena, Consultant Region I ESC Kathy Hubble, Consultant Region I ESC	41	Mercedes Rio Grande Jim Hogg County Harlingen Mission Lyford Santa Rosa Los Fresnos Edinburg
Region II Education Service Center Corpus Christi, TX Mrs. Ann Christenson	Awareness, Planning, and Materials Workshop Kingsville, TX 6/14/77 Mathis, TX 6/23/77	Ann Christenson, Consultant Region II ESC	44	George West, Beeville Kingsville, Sinton Driscoll, Mathis Calallen, Aransas Pass
Region III Education Service Center Victoria, TX Dr. Helen Taulbee	Awareness Session Victoria, TX 8/8/77	Dr. Helen Taulbee, Consultant Region III ESC	43	Edna Yorktown Refugio Woodsboro Victoria

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
Region IV Education Service Center Houston, TX Mr. Charlie Henderson	Awareness Session Houston, TX 8/11/77 Houston, TX 8/12/77	Charlie Henderson, Project Director, Region IV ESC Dr. Luke Lyons, Program Monitor Region IV ESC Brenda Stone, Teacher Region IV ESC Julie Ray, Parent Dr. Julius Knebel, Professor of Education, University of Houston at Clear Lake City Dr. William R. Nash, Professor of Educational Psychology, Texas A&M University Irving Sato, Director N/S-LTI-G/T	8/11 - 54 8/12 - 4	Galveston Barbers Hill Spring Branch Columbia-Brazoria Pasadena Cypress-Fairbanks La Porte Houston Galveston-Houston Diocese Pearland Dickinson Katy Humble Alvin Crosby La Marque Deer Park Channelview

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
Region V Education Service Center Beaumont, TX Mrs. Dorothy Kirkpatrick	Awareness Session Beaumont, TX 8/5/77	Irving Sato, Director N/S-LIT-G/T	31 LEAs, Catholic Diocese, community and parent groups	Woodville Huntsville (Region VI) West Orange-Cove South Park Port Neches Hamshire Fannett Region V Vidor Silsbee Beaumont Nederland Bridge City Lumberton Little Cypress-Mauriceville Jasper Orangefield Warren E.R.E.A. M.H.M.R. Kountze Port Arthur Liberty County Plan A

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
Region VI Education Service Center Huntsville, TX Mrs. Ann Fleming	Awareness Session Huntsville, TX 8/9/77	Ann Fleming, G/T Team Leader Region VI ESC Dr. Everett Youngblood, Asst. Director, Professional Development, Region VI ESC Sammie Hollis, Secondary Superintendent, Bryan ISD Ann Shaw, Program Director Gifted and Talented Students Texas Education Agency	60	Huntsville Bryan New Caney Hearne Conroe
Region VII Education Service Center Kilgore, TX Dr. Henrietta Grooms	Planning Workshop Kilgore, TX 8/3-5/77	Dr. Henrietta Grooms, Associate Director for Curriculum and Instruction, Region VII ESC Dr. Ann Webb, Curriculum Consultant, Region VII ESC Mary Lou Garrison, Director of Instructional Services Longview ISD Virginia McCarty, Consultant Longview ISD	102	Kilgore Tyler Sabine Henderson San Augustine Carthage Pine Tree Marshall Beckville Mineola

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
Region VIII Educational Service Center Mt. Pleasant, TX Mrs. Anita Sandidge	Awareness Session Clarksville, TX 8/9/77	Anita Sandidge, Consultant Region VIII ESC Sandra Thomas, Consultant Region VIII ESC Evelyn McCulloch, Teacher Clarksville ISD	2	Clarksville
Region IX Education Service Center Wichita Falls, TX Mrs. Rose M. Carpenter	Planning Workshop Wichita Falls, TX 1/25/77	Rose Carpenter, Consultant Region IX ESC Lois Whitson, Director of Elementary Education Wichita Falls ISD Louis Johnson, Superintendent Seymour ISD	6	Wichita Falls Burkburnett Seymour Texas Women's University Windthorst

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
Region X Education Service Center Richardson, TX Ms. Patricia J. Shaver	Awareness Session Richardson, TX 3/31/77	June Cox, Academic Director Gifted Students Institute Arlington, TX Julie Ray, Parent	81 ISDs 92 Private Schools	Carrollton-Farmers Branch Waxahachie Plano Wylie Highland Park Sherman Rockwall Richardson Denison McKinney Royse City Farmersville Frisco Mesquite Honey Grove Leonard Garland Greenville Dallas Irving Grand Prairie Allen Christian Schools, Inc. Lamplighter Private School Greenhill Private School Holy Cross Lutheran

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)		PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
Region XI Education Service Center Fort Worth, TX Mr. Barry Calhoun	Awareness Session Fort Worth, TX	8/11/77	Barry Calhoun, Consultant Region XI ESC Mary Hull, Consultant Region XI ESC	83	
	Workshops				
	Arlington ISD	3/2-4/77		1	1
	Arlington ISD	4/12-13/77		1	1
	Birdville ISD	5/10-11/77		1	1
	Birdville	5/17/77		1	1
	Castleberry ISD	8/1-4/&&		1	1
	Castleberry ISD	8/11/77		1	1
Region XII Education Service Center Waco, TX Mrs. Jimmie Jean Owen	Awareness Session, Planning Workshop Copperas Cove, TX	5/12-13/77	Jimmie Jean Owen, Consultant Region XII ESC Dr. James Miley, Director Gifted/Talented Programs Dade County, Florida	1	Copperas Cove

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
Region XIII Education Service Center Austin, TX Mr. Donroy Hafner	Awareness Session Austin, TX 5/16/77	Donroy Hafner, Director of Instructional Services Region XIII ESC Dr. Bill Davidson, Consultant Region XIII ESC Joyce Caulk, Consultant Region XIII ESC Dr. Marvin Gold, Professor of Special Education University of South Alabama		Austin Lexington La Grange Hays Consolidated Seguin Round Rock Taylor Lockhart Georgetown Pflugerville New Braunfels Del Valle Eanes Schertz-Cibolo-Universal City San Marcos
Region XIV Education Service Center Abilene, TX Dr. Robert Maniss	Unable to have presentation before deadline			

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
Region XV Education Service Center San Angelo, TX Mrs. Vonell Huitt	Awareness Session San Angelo, TX 8/8/77	Vonell Huit, Coordinator of SEIMC and Diffusion Region XV ESC Nancy Lowe, Coordinator of Right to Read Region XV ESC Mike Field, Coordinator of Student Services Region XV ESC Dr. Rita Bryant, Professor of Education, Texas Eastern University	54	Within Region XV: San Angelo, Miles, Grape Creek, Brady, Veribest, Angelo State, Christoval, University Outside Region XV: Three Rivers, Killeen, Sweetwater, Salado
Region XVI Education Service Center Amarillo, TX Mr. Virgil Young	Unable to have presentation before deadline			

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
Region XVII Education Service Center Lubbock, TX Mr. Bruce Roark	Awareness Session Lubbock, TX 8/2/77	Irving Sato, Director N/S-LTI-G/T	65	Denver City Floydada Lamesa Levelland Lubbock Meadow Plainview Seagraves Seminole Sudan
Region XVIII Education Service Center Midland, TX Mrs. Sue Ashwood	Planning Workshop Chandler Guest Ranch 5/13/77	Sue Ashwood, Consultant for G/T Region XVIII ESC Marion [illegible] Sell, Asst. Director of Instructional Services Region XVIII ESC Bruce Weddle, Consultant Individualized Instruction Region XVIII ESC Bill Whitfield, Consultant Advisor/Advisee Region XVIII ESC	8	Pecos Wink Fort Stockton Forsan Big Spring Alpine
Region XIX Education Service Center El Paso, TX Mr. Wilson Knapp	Unable to have presentation before deadline			

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1976-1977

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
Region XX Education Service Center San Antonio, TX Mr. Gordon Garwood	Awareness Sessions San Antonio, TX Carrizo Springs, TX Pleasanton, TX 1/17, 24, 31/77 2/7, 28/77 3/14/77 6/6, 13, 20/77	Gordon Garwood, Project Manager Region XX ESC	46	Alamo Heights Archdiocese of San Antonio Asherton Blessed Sacrament Carrizo Springs Crystal City Dilley East Central Judson Jourdanton Knippa Natalia Northeast Northside Pleasanton San Antonio South San Antonio Southside

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
REGION I EDUCATION SERVICE CENTER Edinburg, Texas Dr. Allen E. DePagter	STAFF DEVELOPMENT SESSION Edinburg, TX 8/11/78	Allen E. DePagter, Coordinator of Projects for the Gifted and Talented, Region I ESC	41	Mission Hebronville McAllen Pharr-San Juan-Alamo Harlingen
REGION II EDUCATION SERVICE CENTER Corpus Christi, Texas Mrs. Ann Christenson	AWARENESS SESSION, INSTRUCTIONAL STRATEGIES FOR GIFTED/TALENTED Corpus Christi, TX 4/6/78	Thelma Epley, Consultant N/S-LTI-G/T	45	Bishop / Kingsville Robstown / West Oso Aransas Pass / Gregory-Portland Victoria / Ben Bolt-Palito Blanco Corpus Christi / Aransas County Tuloso-Midway / Taft Alice / Freer Pettus
	Corpus Christi, TX 6/5/78	Dr. Joseph S. Renzulli, Professor of Educational Psychology, The University of Connecticut	45	Sinton / London Corpus Christi / Victoria Bay City / ESC III Ingleside / ESC II Tuloso-Midway / Trinity Lutheran
REGION III EDUCATION SERVICE CENTER Victoria, Texas Dr. Helen Taulbee	AWARENESS SESSION Victoria, TX 2/4/78	Dr. Helen Taulbee, Consultant Region III ESC	39	Victoria / El Campo Falls City / Edna Yoakum / Industrial Yorktown / Karnes City Shiner / Placedo Refugio / Myersville University of Houston at Clear Lake / Goliad Nursery Austwell-Tivoli / Cuero Houston

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
REGION IV EDUCATION SERVICE CENTER Houston, Texas Mr. Charlie Henderson	Unable to have presentation before deadline			
REGION V EDUCATION SERVICE CENTER Beaumont, Texas Mrs. Dorothy Kirkpatrick	Unable to have presentation before deadline			
REGION VI EDUCATION SERVICE CENTER Huntsville, Texas Mrs. Ann Fleming	AWARENESS SESSION, PLANNING WORKSHOP (jointly sponsored by ESC Regions VI, XII, and XIII) Temple, TX 4/13-14/78	Irving S. Sato, Director N/S-LTI-G/T Jean Wiener, Consultant N/S-LTI-G/T Richard Sholseth, Consultant Los Angeles County Schools	60	Hearne Bryan Livingston Leggett New Caney Huntsville Wallis Orchard Magnolia
REGION VII EDUCATION SERVICE CENTER Kilgore, Texas Dr. Henrietta Grooms	PLANNING WORKSHOP Kilgore, TX 11/10-11/77	Irving S. Sato, Director N/S-LTI-G/T	14	Carthage Gladewater Henderson Kilgore Longview Marshall Stephen F. Austin State University Mineola Pine Tree Sabine San Augustine Tyler Texas Eastern University

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
REGION VIII EDUCATION SERVICE CENTER Mt. Pleasant, Texas Mrs. Anita Sandidge	AWARENESS SESSIONS Mt. Pleasant, TX 8/24/77	Anita Sandidge, Consultant Region VIII ESC Sandra Thomas, Consultant Region VIII ESC	4	Chapel Hill — Winfield Harts Bluff — Mount Pleasant
	Mt. Pleasant, TX 4/26/78	Anita Sandidge, Consultant Region VIII ESC Brenda Raney, Teacher G/T P.I.C.T. Project Texarkana ISD Ray Crowell, Teacher G/T Socrates Project Paris ISD Martin Filogamo, Headmaster St. James Day School	56	Atlanta — Hughes Springs Cooper — North Lamar Daingerfield — Paris DeKalb — Pleasant Grove Fannindel — Queen City Jefferson — St. James Liberty-Eylau — Sulphur Springs Mount Pleasant — Texarkana East Texas State University — New Boston
	East Texas State University Texarkana Campus 7/6/78	Sandra Thomas, Consultant Region VIII ESC Anita Sandidge, Consultant Region VIII ESC	12	This presentation program was given for a class of 35 area teachers
REGION IX EDUCATION SERVICE CENTER Wichita Falls, Texas Mrs. Jo Hitt	AWARENESS SESSION Lake Texhoma, TX 8/14/78	Jo Hitt, Program Officer Direct Services, Region IX ESC	40	Newcastle — Seymour

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
REGION X EDUCATION SERVICE CENTER Richardson, Texas Mrs. Grace Rice	PLANNING WORKSHOP Richardson, TX 11/2/77	June Cox, Academic Director Gifted Students Institute Arlington, Texas Paula Slaughter, School of Education, Texas Women's University Sandra Berg, Consultant Dallas ISD R. A. Pendergrass Region X ESC ESC Gifted/Talented Team Region X ESC	81 ISDs, private and parochial schools	McKinney, Allen, Richardson, Highland Park, Plano, Community, Dallas, Kaufman, Greenville, Denison, Mesquite, Grand Prairie, Waxahachie, Rockwall, Garland, Duncanville, Wylie, Midlothian, Frisco, Irving Diocese of Dallas Montessori School Happiness House, Rockwall St. Anthony School Ursuline Academy Hockaday Good Shepherd Parish Day School Holy Family Parochial School
REGION XI EDUCATION SERVICE CENTER Fort Worth, Texas Mr. Barry Calhoun	AWARENESS SESSION, PLANNING WORKSHOP Birdville, TX 10/17/77	Barry Calhoun, Consultant Region XI ESC	14	Alvord, Little Elm, Boyd, Paradise, Bridgeport, Ponder, Chico, Rio Vista, Decatur, Slidell, Godley, Tolar, Krum, Venus

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
REGION XII EDUCATION SERVICE CENTER Waco, Texas Mrs. Jimmie Jean Owen	AWARENESS SESSION, PLANNING WORKSHOP (jointly sponsored by ESC Regions VI, XII, and XIII) Temple, TX 4/13-14/78	Irving S. Sato, Director N/S-LTI-G/T Jean Wiener, Consultant Los Angeles County Schools Richard Sholseth, Consultant Los Angeles County Schools	40	Temple Corsicana Bryan Holland Hamilton Evant Livingston Schertz-Cibolo Groesbeck Comal Leggett New Caney Seguin Valley Mills Copperas Cove St. Mary's (Temple) Waco Fredericksburg Lockhart Huntsville Austin Dripping Springs New Braunfels San Marcos Salado Midway Hearne Elgin Georgetown Mexia Hays St. Paul's (Waco)
REGION XIII EDUCATION SERVICE CENTER Austin, Texas Mr. Donroy Hafner	AWARENESS SESSION, PLANNING WORKSHOP (jointly sponsored by ESC Regions VI, XII, and XIII) Temple, TX 4/13-14/78	Irving S. Sato, Director N/S-LTI-G/T Jean Wiener, Consultant N/S-LTI-G/T Richard Sholseth, Consultant Los Angeles County Schools	40	Seguin Giddings Fredericksburg Lockhart San Marcos Elgin Hays Georgetown New Braunfels Comal Austin Dripping Springs Schertz-Cibolo-Universal City
REGION XIV EDUCATION SERVICE CENTER Abilene, Texas Dr. Robert Maniss	AWARENESS SESSION Abilene, TX 6/8/78	James Curry, Coordinator N/S-LTI-G/T	52	Abilene Hamlin Sweetwater Cisco Snyder

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
REGION XV EDUCATION SERVICE CENTER San Angelo, Texas Mrs. Vonell Huitt	AWARENESS SESSION, PLANNING WORKSHOP San Angelo, TX 8/10/78	Vonell Huitt, Coordinator of Special Projects/Diffusion Region XV ESC Nancy Lowe, Coordinator of Right-to Read, Region XV ESC Dr. Joseph S. Renzulli, Professor of Educational Psychology University of Connecticut	51	Bronte San Felipe-Del Rio San Angelo Wall
REGION XVI EDUCATION SERVICE CENTER Amarillo, Texas Mr. Virgil Young	AWARENESS SESSION Amarillo, TX 8/22/77 PLANNING WORKSHOP Amarillo, TX 12/8-9/77	Dr. Rita S. Bryant, Associate Professor of Education, Texas Eastern University James Curry, Coordinator N/S-LTI-G/T	75 75	Amarillo Hereford Dumas Wellington Dimmitt River Road Highland Park Amarillo Borger Bushland Canyon Childress Channing Claude Dalhart Darrouzett Dumas Hereford Kress Highland Park Panhandle Perryton River Road Samnorwood Catholic Schools of Amarillo Diocese

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
REGION XVII EDUCATION SERVICE CENTER Lubbock, Texas Mr. Bruce Roark	AWARENESS SESSION Lubbock, TX 5/9/78	Region XVII ESC Management Team	65	Abernathy, New Deal, Amherst, O'Donnell, Brownfield, Olton, Christ the King, Petersburg, Denver City, Ralls, Frenship, Roosevelt, Hale Center, Shallowater, Lamesa, Slaton, Littlefield, Spur, Levelland, Stanton, Lorenzo, Tahoka, Lubbock, Union, McAdoo
REGION XVIII EDUCATION SERVICE CENTER Midland, Texas Mrs. Sue Ashwood	AWARENESS SESSION Midland, TX 6/15/78	Dr. Don Treffinger, Creative Problem Solving Institute Buffalo, New York	39	Odessa, Big Spring, Pecos, Kermit, Midland, Ft. Stockton, Monahans
REGION XIX EDUCATION SERVICE CENTER El Paso, Texas Mr. Wilson Knapp	AWARENESS SESSIONS Dell City, TX 12/8/77 Dell City, TX 12/13/77	Wilson Knapp, Team Leader Region XIX ESC Dr. Walter Lazdowski, Consultant Region XIX ESC	1	Dell City

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TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

1977-1978

REGIONAL PRESENTATIONS ON THE EDUCATION OF THE GIFTED AND TALENTED

REGION	PRESENTATION (type, place, date)	PRESENTER(S)	DISTRICTS INVITED (number)	DISTRICTS REPRESENTED
REGION XX EDUCATION SERVICE CENTER San Antonio, Texas Mr. Gordon Garwood	AWARENESS SESSIONS: OVERVIEW OF GIFTED EDUCATION 12 sessions: San Antonio, Pleasanton, Carrizo Springs, Kerrville, TX 1 12/77 3 1/78 3 2/78 1 3/78 1 4/78 3 6/78	Gordon Garwood, Project Manager Region XX ESC	50	Northside North East Southside Southwest South San Antonio East Central Judson San Antonio Kerrville Schertz-Cibolo-Universal City Fort Sam Houston Lackland St. Mary Magdalen Bandera Floresville Pleasanton Natalia Poteet Jourdanton Carrizo Springs Cotulla Pearsall Knippa Asherton Alamo Heights Friends School St. Martin Hall Holy Rosary

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APPENDIX I

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

Task Force on the Directory of Texas Programs

VAUGHN ALDREDGE
Texas Education Agency

ELAINE BALLARD
Paris ISD

CHARLIE HENDERSON
Region IV ESC

RUTH HOLLADAY
Region XVI ESC

VONELL HUITT
Region XV ESC

ED MORGAN
Texas Education Agency

BARBARA RING, Co-Chairperson
Region X ESC

ANN SHAW
Texas Education Agency

TOM SLATER
Texas Education Agency

DELLA WHATLEY, Co-Chairperson
Region XII ESC

DIANNE WILLIAMS
Region VI ESC

JANE ZWAHR
Region V ESC

APPENDIX J

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

Task Force on Handbook for Texas Teachers

SUE ASHWOOD
Region XVIII ESC

BARRY CALHOUN
Region XI ESC

BETTY CHILD
Region XX ESC

ANN CHRISTENSON
Region II ESC

WILLIAM D. DAVIDSON
Region XIII ESC

ALLEN E. DePAGTER
Region I ESC

MARIE DORRELL
Region VII ESC

THELMA LOU DOWIES
West Orange-Cove CISD

ALICE DUERKSEN
Ft. Stockton ISD

HENRIETTA GROOMS, Chairperson
Region VII ESC

HAROLD HOLLIS
Texas Education Agency

MARY FRANCES HULL
Region XI ESC

PAMELA JAMES
Region XX ESC

DOROTHY KIRKPATRICK
Region V ESC

WILSON KNAPP
Region XIX ESC

WALTER LAZDOWSKI
Region XIX ESC

NANCY LOWE
Region XV ESC

LUKE LYONS
Region IV ESC

EVIE MARTIN
Corpus Christi ISD

JIMMIE JEAN OWEN
Region XII ESC

ANNE M. PERRY
Cypress-Fairbanks ISD

IRENE RAMIREZ
Texas Education Agency

GRACE RICE
Region X ESC

BRUCE ROARK
Region XVII ESC

ANITA SANDIDGE
Region VIII ESC

ANN SHAW
Texas Education Agency

HELEN TAULBEE
Region III ESC

SANDI THOMAS
Region VIII ESC

FRANK VELTRI
Corpus Christi ISD

VIRGIL YOUNG
Region XVI ESC

APPENDIX K

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT TRAINEES

Texas Education Agency Team on the Education

of the Gifted/Talented

Regional Education Service Center Teams

Participating State Education Agency Teams

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

Texas Education Agency Team on the Education of the Gifted/Talented

Members/1976-77

BETTYE GUIMARIN
Consultant, Small Schools Project

HAROLD HOLLIS
Consultant, English Language Arts

BILL HOPKINS
Consultant, Mathematics

DON IRWIN
Program Director, Fine Arts

ROLAND LUDTKE
Educational Program Director,
Special Education Innovation and Renewal

CONNIE McLENDON
Consultant, Assessment

CHARLES MERRILL
Consultant, Guidance Services
(Small Schools)

SUE MIHALIK
Consultant, Guidance Services

ED MORGAN, CHAIRMAN
Consultant, Planning Projects

LARRY PERRY
Consultant, Social Studies

IRENE RAMIREZ
Consultant, Elementary Education

ANN SHAW
Program Director,
Gifted and Talented Students

TOM SLATER
Consultant, Science

IDA NELL WILLIAMS
Consultant, Fine Arts

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

Texas Education Agency Team on the Education of the Gifted/Talented

Members/1977-78

PATSY ACKER
Consultant, Special Education
Innovation and Renewal

BETTYE GUIMARIN
Consultant, Small Schools Project

HAROLD HOLLIS
Consultant, English Language Arts

BILL HOPKINS
Consultant, Mathematics

CHARLES MERRILL
Consultant, Guidance Services
(Small Schools)

SUE MIHALIK
Consultant, Guidance Services

ED MORGAN, CHAIRMAN
Consultant, Assessment

ESTHER MUTCHLER
Consultant, Accreditation
Planning and Approval

LARRY PERRY
Consultant, Social Studies

IRENE RAMIREZ
Consultant, Elementary Education

ANN SHAW
Program Director,
Gifted and Talented Students

TOM SLATER
Consultant, Science

CAROL SMITH
Consultant, Fine Arts

GENEVIEVE NANCY TARLTON
Consultant, Compensatory-Migrant

IDA NELL WILLIAMS
Consultant, Fine Arts

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

Regional Education Service Center Teams

1976-1978

ESC Region I
1900 West Schunior
Edinburg, TX 78539

512/383-5611

* ALLEN E. DePAGTER	Director, Gifted & Talented Programs, ESC I
RALPH CANTU	Assistant Superintendent, Mission CISD
ZEKE GARCIA	Diagnostician, Mercedes CISD
KATHY HUBBLE	Consultant, ESC I
BEN MASTERS	Consultant, Special Education Program, ESC I
HURLA MIDKIFF	Principal, Bryan Elementary School, Mission CISD
ANNABEL B. PENA	Consultant, ESC I

ESC Region II
109 North Chaparral
Corpus Christi, TX 78401

512/883-9288

* ANN CHRISTENSON	Consultant, Instructional Services, ESC II
EVIE MARTIN	Consultant, Elementary, Corpus Christi ISD
ROSEMARY MONFERDINI	Teacher, Alice ISD
REBECCA PALACIOS	Teacher, Alice ISD
CAROLYN SNYDER REGAN	Coordinator, Challenge Program, Kingsville ISD
FRANK VELTRI	Consultant, Secondary, Corpus Christi ISD
MAXINE WALKER	Coordinator, Alice ISD
SANDRA WARREN	Coordinator, Elementary, Corpus Christi ISD

ESC Region III
1905 Leary Lane
Victoria, TX 77901

512/575-1471

* HELEN TAULBEE	Instructional Consultant, ESC III
WAYNE CRAIGEN	Supervisor, Intermediate Language Arts, Victoria CISD
MARGIE HARRISON	Director, Right to Read, ESC III
JAN JACOB	Supervisor, Secondary English and Reading, Victoria CISD
JOAN LEISSNER	Parent, Victoria CISD

* Team Leader

ESC Region IV
P. O. Box 863
Houston, TX 77001

713/868-1051

* CHARLIE HENDERSON	Director, Gifted & Talented Project, ESC IV
TERRY BRANDT	Coordinator, Environmental Education, Harris County Department of Education
JULIUS KNEBEL	Associate Professor of Curriculum and Instruction, University of Houston at Clear Lake City
LUKE LYONS	Program Monitor, Evaluation, ESC IV
ANNE PERRY	Coordinator, Cypress-Fairbanks ISD
JULIE RAY	Parent, Houston ISD
BRENDA STONE	Counselor, Elementary, Alief ISD

ESC Region V
P. O. Box 3546
Beaumont, TX 77704

713/892-9562

* DOROTHY KIRKPATRICK	Consultant, ESC V
JOAN BALDWIN	Teacher, West Orange-Cove CISD
MINNIE BRAZELLE	Teacher, West Orange-Cove CISD
THELMA LOU DOWIES	Teacher, West Orange-Cove CISD
FRAN McCANN	Teacher, West Orange-Cove CISD
EDWARD WATSON	Director, Secondary Curriculum, Port Arthur ISD
ARNOLD WHEDBEE	Director, Music, Beaumont ISD
JANE ZWAHR	Consultant, ESC V

ESC Region VI
Box 2201, Sam Houston Station
Huntsville, TX 77341

713/295-9161

* ANN FLEMING	Consultant, Curriculum Resources, ESC VI
MARJ HAISLET	Supervisor, Elementary, Bryan ISD
SAMMIE HOLLIS	Supervisor, Federal Programs, Bryan ISD
DORIS RUFFINO	Supervisor, Intermediate Basic Skills, Bryan ISD
LAURA VESTAL	Teacher, Bryan ISD
DIANNE WILLIAMS	Consultant, ESC VI
EVERETT YOUNGBLOOD	Assistant Director, ESC VI

ESC Region VII
P. O. Drawer 1622
Kilgore, TX 75662

214/984-3071

* HENRIETTA GROOMS	Associate Director, Curriculum and Instruction, ESC VII
MARIE DORRELL	Consultant, ESC VII
MARY LOU GARRISON	Director of Instructional Services, Longview ISD
VIRGINIA McCARTY	Principal, PEP School, Longview ISD
CAROLYN ROGERS	Consultant, Reading, Carthage ISD
ANN WEBB	Consultant, ESC VII

ESC Region VIII
100 North Riddle Street
Mt. Pleasant, TX 75455

214/572-6676

* ANITA SANDIDGE	Coordinator, Student Services, ESC VIII
ELAINE BALLARD	Principal, Paris ISD
SUSIE CRANE	Consultant, Computer Assisted Instruction, ESC VIII
ETHEL JONES	Director, Career Education, Texarkana ISD
SID LANE	Director, Federal Programs, Elementary Education, Texarkana ISD
EVELYN McCULLOCH	Teacher, Clarksville ISD
BRENDA RANEY	Teacher, Texarkana ISD
SANDI THOMAS	Consultant, Career Education, ESC VIII
ANN TRULL	Director, Curriculum, Paris ISD

ESC Region IX
P. O. Box 4086
Wichita Falls, TX 76309

817/322-6928

* JO HITT	Program Director, Gifted and Talented, ESC IX
ROSE CARPENTER	Teacher, Wichita Falls ISD
LOUIS JOHNSON	Superintendent, Seymour RHSD
NINA J. McNEILL	Principal, Wichita Falls ISD
PAULA SLAUGHTER	Graduate Assistant, Texas Woman's University
LOIS WHITSON	Director, Elementary Education, Wichita Falls ISD

ESC Region X
P. O. Box 1300
Richardson, TX 75080

214/231-6301

* GRACE RICE	Consultant, ESC X
ANN BENNETT	Consultant, ESC X
KAREN HARRISON	Consultant, ESC X
A. C. MOSBY	Consultant, ESC X
ROBBIE PICKLEMAN	Consultant, ESC X
BARBARA RING	Consultant, ESC X
PATTY SHAVER	Consultant, ESC X
JIM STEWART	Consultant, ESC X

ESC Region XI
2821 Cullen Street
Fort Worth, TX 76107

817/335-2441

* BARRY CALHOUN	Consultant, ESC XI
JACK BINION	Director, Elementary Education, Birdville ISD
ROBIN ECOLES	Supervisor, Arlington ISD
MARY FRANCES HULL	Consultant, ESC XI
STANLEY MILLER	Teacher, Stephenville ISD
MARGARET ROBERTSON	Coordinator, Arlington ISD
DON WILLIAMS	Consultant, Elementary, Birdville ISD

ESC Region XII
P. O. Box 1249
Waco, TX 76703

817/756-7494

* JIMMIE JEAN OWEN	Consultant, ESC XII
VAN ALEXANDER	Curriculum Supervisor, Copperas Cove ISD
JACK AYRES	Assistant Superintendent, Curriculum and Instruction, Copperas Cove ISD
ELIZABETH BATTREAL	Teacher, Copperas Cove ISD
JANET L. COPENHAVER	Teacher, Copperas Cove ISD
PAM HENNIGER	Teacher, Copperas Cove ISD
FRANKLIN MATULA	Director, Special Projects, ESC XII
ROBERT WEISS	Principal, Copperas Cove ISD
DELLA WHATLEY	Consultant, ESC XII

ESC Region XIII
7703 North Lamar
Austin, TX 78752

512/458-9131

* WILLIAM D. DAVIDSON	Consultant for Gifted and Talented, ESC XIII
JOYCE CAULK	Consultant, Career Education, ESC XIII
HAL DeSHONG	Consultant/Psychologist, ESC XIII
DONROY HAFNER	Director, Instructional Services, ESC XIII
JACKIE MALLIS	Writer/Developer, ESC XIII

ESC Region XIV
P. O. Box 3258
Abilene, TX 79604

915/677-2911

* ROBERT E. MANISS	Assistant Director, ESC XIV
LORETTA ALEXANDER	Consultant, Elementary Education, Abilene ISD
TOMMIE ALLEN	Consultant, Elementary Education, Abilene ISD
MARY ASH BRADY	Consultant, ESC XIV
JOHN McGAUGHEY	Director, Tri-County Special Education Co-op, Stanford
LLOYD SWINDLE	Director, Instruction, Abilene ISD

ESC Region XV
P. O. Box 5199
San Angelo, TX 76902

915/655-6551

* VONELL HUITT	Coordinator of Special Projects, ESC XV
KEN CARLEY	Director of Curriculum, Brownwood ISD
MIKE FIELD	Guidance Coordinator, ESC XV
HILDA HARLOW	Teacher, Brownwood ISD
NANCY LOWE	Coordinator, ESC XV

ESC Region XVI
P. O. Box 30600
Amarillo, TX 79120

806/376-5521

* VIRGIL YOUNG	Program Director, Media Division, ESC XVI
RUTH HOLLADAY	Consultant, ESC XVI
JERRY IMMEL	Coordinator, Secondary Math, Amarillo ISD
JIM REYNOLDS	Coordinator, Secondary Science, Amarillo ISD
EDITH SMITH	Coordinator, Secondary English, Amarillo ISD
BETTY SOWARD	Coordinator, Elementary LAs and SSs, Amarillo ISD

ESC Region XVII
700 Texas Commerce Bank Building 806/763-4127
Lubbock, TX 79401

* BRUCE ROARK	Coordinator, Migrant/Bilingual Programs, ESC XVII
WOODIE COLEMAN	Director of Programs, ESC XVII
JULIE DUNCAN	Consultant, Instruction, ESC XVII
BILLIE HENDERSON	Consultant, Media Division, ESC XVII
LARRY LUSBY	Coordinator, Planning, Evaluation, and Research, ESC XVII

ESC Region XVIII
P. O. Box 6020 915/563-2380
Midland, TX 79701

* SUE ASHWOOD	Consultant, Instruction, ESC XVIII
ELWANA BREWSTER	Teacher, Andrews ISD
SANDY CLAY	Consultant, Instruction, ESC XVIII
ALICE DUERKSEN	Teacher, Ft. Stockton ISD
SID McCALLISTER	Assistant Superintendent, Ft. Stockton ISD
PHILLIP MITCHELL	Coordinator of Instruction, Ft. Stockton ISD
HUGH SCHMIDT	Coordinator of Instruction, Midland ISD
MARION SELL	Assistant Director, Instructional Services, ESC XVIII
ADELA VASQUEZ	Consultant, Instruction, ESC XVIII
BILL WHITFIELD	Consultant, Instruction, ESC XVIII

ESC Region XIX
P. O. Box 10716 915/779-3737
El Paso, TX 79997

* WILSON KNAPP	Supervisor, Student Services, ESC XIX
GEORGE BASSETT	Consultant, Secondary LAs Curriculum and Instruction, El Paso ISD
PAUL CARLTON	School Board Member, El Paso ISD
KAY KARR	Elementary Principal, Dell City ISD
WALTER LAZDOWSKI	Consultant, Curriculum Services, ESC XIX
KEN THOMAS	Director, Intermediate Curriculum, El Paso ISD

ESC Region XX
1550 N. E. Loop
San Antonio, TX 78209

512/828-3551

*	GORDON GARWOOD	Project Manager, G/T Living Science Project, ESC XX
	ARMAND ALVAREZ	Science Coordinator, San Antonio ISD
	MARY JO BIEDEGER	Consultant, ESC XX
	BETTY CHILD	Project Manager, ESC XX
	SHIRLEY CORPRU	Consultant, ESC XX
	SILVERIO CUELLAR	Project Manager, ESC XX
	PAMELA JAMES	Consultant, ESC XX
	PAUL RODE	Principal, Alamo Heights ISD

TEXAS REGIONAL LEADERSHIP CLUSTERS PROJECT

State Education Agency Teams

1976-1977

ARKANSAS

* NATALIE PRUETT	Area Supervisor, Department of Education
LEON ADAMS	Supervisor of Music, Department of Education
AFTON BRADSHAW	Elementary Supervisor, Department of Education
KENNETH GARNER	Math Teacher, Secondary Level, Arkadelphia, AR
JIM RILEY	Assistant Superintendent, Federal Programs, El Dorado, AR
MARY ELLEN SMITH	Elementary Principal, Russellville, AR

LOUISIANA

* RUTH BUCK	Director, State Gifted/Talented Programs, Department of Education
MARY ALICE CHANDLER	Director, Talents Unlimited, Lake Charles, LA
MARLENE HILLEBRANDT	Director, "Spark" Program, Lake Charles, LA

OKLAHOMA

* LARRY HUFF	Assistant Administrator, Exceptional Child Section, Department of Education
EARL GARRISON	Administrative Officer, Curriculum Section, Department of Education

* Chairperson